

LESSON MANUAL ONE

(LESSONS 1-180)



PEABODY LANGUAGE DEVELOPMENT KITS—REVISED

SENIOR AUTHOR *Lloyd M. Dunn*

LEVEL P

Peabody Language Development Kits — Revised

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Lloyd M. Dunn
Kathryn B. Horton
James O. Smith

AGS

American Guidance Service
Circle Pines, Minnesota 55014

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Materials

ACTIVITY 1

Puppets
P. Mooney

ACTIVITY 2

Puppets
P. Mooney

NOTE: All materials are listed in the appendix to the Teacher's Guide.

1. Focus: guessing the identity of a hidden object, talking about *puppets*, and then finding P. Mooney

Before the lesson, hide the puppet where the children can easily find it.

Introduce the program by saying:

Something interesting is hidden in the room. What do you think it might be?

After each guess, give clues. If no one guesses correctly, say:

I have hidden a special puppet. What is a puppet?

Encourage the children to talk about puppets. Summarize their remarks:

Yes, a puppet may look like a doll. You can put your hand into a puppet and use your fingers to move its head and arms or its mouth, if it has one. Now let's look for the puppet.

During the search, give clues as necessary. When someone finds the puppet, have that child bring it to you, and ask the other children to clap for him or her.

2. Focus: talking with P. Mooney, and telling first and last names

Put P. Mooney on your hand and have him say:

Hello, everyone! I am glad you found me! I am a puppet. See how I move my head and arms. (Demonstrate) Have you ever known anyone named P. Mooney? (Pause) That is my name. Let's all say it together.

After the children have said his name in unison several times, the puppet continues:

Now that you know my name, I want to know yours. When I call on you, please come up, shake my hand, and tell me your first and last names in a sentence.

Each time a child does so, have the puppet respond with such phrases as these:

1. I am happy to meet you, (Rosa Ortega).
2. Hello, (Clarence Melnick).
3. How are you, (Katie O'Neill)?
4. I like your name, (Ray Baxter).

When every child has met P. Mooney, the puppet concludes:

I enjoyed meeting all of you. I must go now, but I will come back soon to see you again. Good-bye!

After each lesson in the program, individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn should be tutored. Aides could help you with this task.

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Materials

ACTIVITY 1

Puppets
P. Mooney

ACTIVITY 2

Puppets
P. Mooney

1. Focus: describing P. Mooney while pointing out or touching his body parts and accessories

Hold the puppet and point to it as you say:

Here is our new friend. What is his name? (Encourage unison response) **Yes, this is P. Mooney. Let's describe what he looks like.**

Have the children point to or touch the features described. Encourage discussion with questions like these:

1. What does P. Mooney wear on his head?
2. What is under P. Mooney's nose? (Pause) Do you know anyone else who has a moustache?
3. P. Mooney has a funny nose. Does it remind you of anything?
4. What colors are the stripes in P. Mooney's shirt?
5. Why does P. Mooney wear a bag? What might he carry in the bag?

If the children mention the puppet's lack of eyes and ears, say:

Yes, he does not have eyes or ears. But P. Mooney does not need them, because he is magical. His magic helps him see without eyes and hear without ears.

Continue discussion as time and interest suggest.

2. Focus: following directions in the game P. Mooney Says

Ask the children to stand before you. Have P. Mooney say:

Let's play a game called P. Mooney Says. First I will say, "P. Mooney says," and then I will tell you to do something. Please do it until you hear "P. Mooney says, 'Stop'." Here we go!

Have P. Mooney give commands like these:

P. Mooney says . . .

1. Jump up and down.
Stop.
2. Clap your hands.
Stop.
3. Walk on your tiptoes.
Stop.
4. Smack your lips.
Stop.
5. Blink your eyes.
Stop.
6. Swing your arms.
Stop.
7. Wave good-bye to me.

As the children wave, the puppet waves back and says:

**This ends our game. We will have more fun together soon.
Good-bye!**

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Materials

ACTIVITY 1

Cards
Music
324

Puppets
P. Mooney

Sound Book 2
Page 1, band 1

Teacher provides
Record player

ACTIVITY 2

Cards
Music
(same as for Activity 1)

Color Chips
Container
10 per child, assorted
colors

P. Mooney Bag

Puppets
P. Mooney

Sound Book 2
Page 1, band 1

Teacher provides
Record player

1. Focus: listening to and retelling the song "I'm P. Mooney"

Before the lesson, hide the puppet nearby.

Hold the music card and say:

**Let's listen to a new song about a friend of ours. Please
listen carefully. I will ask questions after the song.**

Play the song once or twice. When it ends, ask questions like those listed below to check comprehension. If the children need help, slowly say or sing the words again.

1. Whom is the song about?
2. What does the song tell us about P. Mooney?
3. What does he wear on his head?
4. What does he have under his nose?
5. What kind of nose does P. Mooney have?
6. What kind of shirt does he wear?
7. What does P. Mooney have that is colored bright orange?
8. What does P. Mooney have that is magic?

Take out the puppet and have a child hold it. Play the song again and ask a second child to point to each feature as it is mentioned. Repeat this procedure several times with other pairs of children. Invite the children to join you in singing along with the recording.

2. Focus: talking about the P. Mooney bag and the color chips, and then marching while singing the song "I'm P. Mooney"

Make a color chip necklace of assorted colors for each child. Put the necklaces into the bag.

Place the bag on your lap, and put P. Mooney on your hand. Have him point to the bag as he says:

This is my P. Mooney bag. It is often full of surprises. Do you think there is something in it now? (Pause) Yes, it does look lumpy and bumpy and interesting today. Let's talk about what might be inside.

After the children have speculated about the bag's contents, have P. Mooney invite each child in turn to pull a necklace from the bag. The puppet then continues:

My bag did hold a surprise for everyone. Now you each have something to wear around your neck: a color chip necklace. Please put on your necklace. We are going to march around the room and sing my song.

Give the puppet to a child and have the other children line up behind him or her. Play the recording, and invite the children to sing as they march. Change the leader each time you repeat the song. To conclude, ask the children to take their necklaces apart and put the chips into the container.

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Materials

ACTIVITY 1

Color Chips
Half (about 120), assorted colors

ACTIVITY 2

Color Chips
Container
Half (about 120), assorted colors

1. Focus: linking color chips to make a circle, and then marching and dancing around it while singing

Sit in a circle with the children and give each child an equal number of chips. Hold two chips and say:

Each of you has a pile of color chips. These chips can be linked together, like this. (Demonstrate) Now link your chips to make a chain.

Help as needed. Continue:

Now let's link the chains into one large circle.

When the children have done so, help them place the circle on the floor. Then say:

Please watch me and listen as I sing about our circle. Then we will sing and act out the words together.

Sing or chant these verses, using gestures, to the tune or rhythm of "Here We Go 'Round the Mulberry Bush":

We march around the color chips, (March around circle)

The color chips, the color chips.

**We march around the color chips,
And then we all sit down. (Stop and sit down)**

We dance around the color chips, (Dance around circle)

The color chips, the color chips.

**We dance around the color chips,
And then we turn around. (Stop and turn around)**

Repeat, inviting the children to join you. Continue as time and interest suggest.

2. Focus: following directions that stress the positional words *into, out, inside, and outside*

Leave the color chip circle from Activity 1 on the floor.

Ask the children to stand outside the color chip circle.
Demonstrating as necessary, stress the positional words as you give instructions like these:

1. Walk around the *outside* of the circle, in this direction.
(Point) . . . Stop.
2. Jump *into* the circle.
3. Step *out* of the circle.
4. Hop *into* the circle.
5. Walk around the *inside* of the circle, in this direction.
(Point) . . . Stop.
6. Jump *out* of the circle.
7. Tiptoe around the *outside* of the circle, in this direction.
(Point) . . . Stop.
8. Step *into* the circle.
9. Hop *out* of the circle.

To conclude, ask the children to take the circle apart and put the color chips into the container.

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Materials

ACTIVITY 1

P. Mooney Bag

ACTIVITY 2

P. Mooney Bag

1. Focus: describing imaginary contents of the P. Mooney bag

Wear the bag and say:

P. Mooney's bag is magical, so it contains all kinds of surprises. (Peek into bag) We might find a dragon inside, or a mouse, or a train! If you could pick anything you wanted from the P. Mooney bag, think about what it would be. Let's take turns wearing the P. Mooney bag. When it is your turn, peek into the bag and tell us in a sentence what you are pretending to find. I will go first. (Peek into bag) I found a (tiny black kitten).

Help children as necessary by asking questions like these:

1. What did you find?
2. What color is your surprise?
3. How big is it?
4. What can you do with it?

2. Focus: identifying imaginary objects pulled from the P. Mooney bag and whose uses are pantomimed

Wear the bag and say:

I wonder if we have found *all* the surprises in P. Mooney's bag. I am going to reach down to the very bottom. (Reach into bag) I found something. Guess what it is from my actions.

As necessary, give clues as you pantomime actions for items like these:

1. **balloon:** blow it up, and tie a knot in its neck
2. **ice-cream cone:** eat it
3. **ball:** bounce it
4. **roller skates:** put them on, stand up, and skate

5. **piece of wrapped candy:** unwrap it, put it into your mouth, chew it, and swallow

6. **hairbrush:** brush your hair

Continue with other actions you feel may interest the children.

Keep in Mind...

After each lesson in the program, individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn should be tutored. Aides could help you with this task.

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Materials

ACTIVITY 1

Cards
Stories
339-352

Sound Book 1
Page 1

Teacher provides
Record player

ACTIVITY 2

Cards
Music
324

Sound Book 2
Page 1, band 1

Teacher provides
Record player

1. Focus: listening to the story "How P. Mooney Got the P. Mooney Stick," and then answering questions

Hold the 14 story cards and say:

Today we are going to hear a new story about how P. Mooney got his magic stick. Please listen carefully, so you will remember what happens.

Play the recording. During the narration, show the cards in turn as you scan the printed copy on the back of each picture. After showing each card, lay it facedown in a pile on your lap. When the story ends, lead the discussion with questions like these:

1. What was P. Mooney doing the day he found the little sick tree?
2. How did he help the tree?
3. Why did P. Mooney have trouble finding the tree when he came back to the forest?
4. How did the tree thank P. Mooney?

2. Focus: singing and acting out the song "I'm P. Mooney"

Have the children stand facing you. Hold the music card and say:

P. Mooney's song tells us about him. Let's sing his song again. Today we will also act out the words.

Act as if you are P. Mooney as the song is played. Repeat as desired.

1. **What do you see when you look at me?**
A fellow with a cap on his head, (Hold bill of imaginary cap)
A small moustache, (Lay forefinger across upper lip)
A very large nose, (Point to nose)
And a shirt of blue and red. (Place hands on chest)

Chorus:

I'm P. Mooney, P. Mooney;
Oh, come and spend some time with me.
I'm P. Mooney, P. Mooney;
I hope you'll remember me.

2. What do you see when you look at me?

A fellow who likes to have fun!

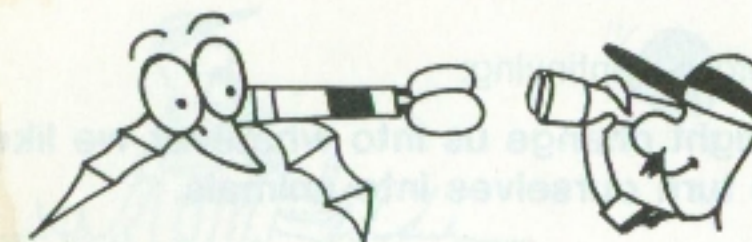
With my bright orange bag (Pull open imaginary bag)

And my magic stick, (Wave imaginary stick in the air)

I have something for everyone!

(Repeat chorus)

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Materials

ACTIVITY 1

Cards
Stories
352

P. Mooney Stick

Puppets
P. Mooney

ACTIVITY 2

P. Mooney Stick

1. Focus: finding and talking about the P. Mooney stick

Before the lesson, hide the stick where the children can easily find it.

Ask the children to stand before you. Put P. Mooney on your hand. He says:

Hello, everyone! Today I want to show you my special stick — the P. Mooney stick. It is inside my bag.

Have P. Mooney look into the small bag around his neck. He shouts:

Oh, no! It's gone! My stick is gone! Maybe it fell into the ocean! Maybe a whale ate it! (Show card 352) Here is a picture of the P. Mooney stick. Please help me find it.

During the search, give hints as necessary. When the stick is found, have the finder give it to P. Mooney, who holds it and exclaims:

Thank you very much for finding my magic stick! I was afraid it was lost forever. You have made me feel much better. Now you may look at the P. Mooney stick.

Let the children take turns holding the stick and discussing it with P. Mooney.

2. Focus: talking about the imaginary powers of the P. Mooney stick, and then pretending to be transformed into animals and pantomiming them

Hold up the stick and say:

P. Mooney's stick is magical. What magical things do you think it can do?

Encourage discussion before continuing:

**P. Mooney's stick might change us into whatever we like.
Today let's use it to turn ourselves into animals.**

Wave the stick as you say:

**Mooney Magic,
Do a trick!
Make rabbits,
P. Mooney Stick!**

Encourage the children to hop around the room like rabbits. After a short while, let the children decide what animal they wish to be next. Suggestions: duck, chicken, dog, cat, kangaroo. For each pretended change, wave the stick and repeat the rhyme. Continue as time and interest permit. Conclude by waving the stick and saying:

**Eenie, Mooney,
Macaroony!
Now let's be
You and me.**

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Materials

ACTIVITY 1

Magnetic Shapes
1 per child (excluding
large black shapes)

P. Mooney Bag

ACTIVITY 2

Display Board
3 ledges

Magnetic Shapes
1 per child
4 large black shapes

P. Mooney Bag

1. Focus: talking about *magnetism*, and testing the magnetic shapes on classroom objects

Put the shapes into the bag.

Shake the bag and ask:

Is the P. Mooney bag empty today? (Pause) How do you know it has something inside? (Encourage individual responses) Yes, you can see and hear that something is in the bag. Let's feel it and guess what it contains.

Hold the top closed as children take turns guessing the contents. Then say:

Now let's see what surprises are in P. Mooney's bag.

Have each child select a shape before you continue:

Each of you is holding a shape. We say these shapes are *magnetic* because they stick to metals which contain iron. Each shape has a small magnet on the back. Let's test our magnetic shapes on things in the classroom.

When a child finds something the shape sticks to, have the child name the object before you add, "Yes, a (tricycle) is made of a metal that contains iron, so your magnetic shape sticks to it." Make sure every child finds an iron or steel item to test. Conclude by having the children return the shapes to the bag.

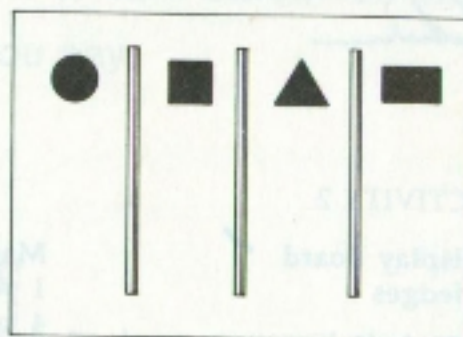
2. Focus: talking about the display board, and sorting the magnetic shapes

Have the bag of shapes within reach.

Point to the board as you say:

This is our display board. Watch as I put these shapes and ledges upon it.

Arrange the four large black shapes at the top of the board, and use the ledges as vertical dividers, like this:



Ask:

Why do the shapes and the ledges stick to the board?
(Encourage discussion before continuing) **Yes, these ledges and shapes are magnetic. Because they are sticking to the board, we know the board must contain iron.**

Point to the board as you say:

These shapes are all the same color, but each looks different from the others. Let's each choose a shape from the bag and put it under the shape it looks like.

Help as necessary, commenting on correct matches. Name the shapes only if the children ask. Repeat as time and interest suggest.

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Materials

ACTIVITY 1

Cards
Stories
339-352

Display Board
6 ledges

P. Mooney Stick

ACTIVITY 2

P. Mooney Stick

1. Focus: retelling the story "How P. Mooney Got the P. Mooney Stick"

Set the ledges horizontally on the board to hold the 14 story cards.

Place the cards facedown on your lap. Hold up the P. Mooney stick and say:

This stick belongs to someone we know. Whose stick is it?
(Pause) **Yes, it is P. Mooney's stick. We have heard a story about it. Let's look at the story cards again and tell what is happening in each picture. (Show card 339) What is happening in this picture, (Nicola)? (Pause) What else does this picture show, (Kevin)?**

Refer to the printed part of the story on the back of each card as you show the rest of the cards in order, encouraging individuals to continue the story. If necessary, ask questions to help them remember important details. As the cards are described, have them placed in three rows on the board in left-to-right sequence as seen by the group.

2. Focus: naming children in a P. Mooney-stick game

Stand with the children. Hold the stick and say:

We are going to use the P. Mooney stick to play a new game. But first, let's learn a rhyme to say during the game. It goes like this:

**(Christina), be nimble; (Christina), be quick;
(Christina), step over P. Mooney's stick!**

Repeat the rhyme with the children until most of them know the words. Then explain:

Now we are ready to play the game. I will put the P. Mooney stick on the floor. While everyone says the rhyme together,

you will take turns stepping over the stick. You may go first, (Christina).

Use each child's name in the rhyme as he or she steps over the stick. Then repeat the procedure, having the children jump over the stick as they say:

(Jason), be nimble; (Jason), be quick;
(Jason), jump over P. Mooney's stick!

Continue until everyone has had a turn, or as long as time and interest suggest.

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Materials

ACTIVITY 1

Display Board
Magnetic Shapes
All
Container

ACTIVITY 2

Cards
Music
335

Sound Book 2
Page 6, band 1

Teacher provides
Record player

Display Board

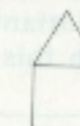
Magnetic Shapes
1 large circle
2 medium circles
2 small circles

1. Focus: identifying and building magnetic shape constructions, and then describing them

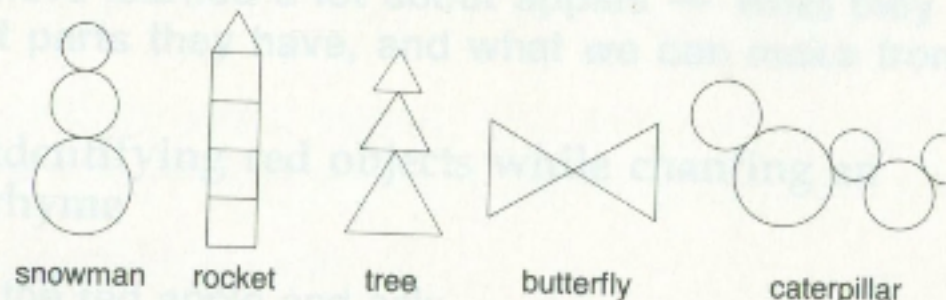
Say:

I am going to build something with our magnetic shapes.
Please watch and try to figure out what I am making.

Place a large triangle above a large square, like this:



Let volunteers identify your work in sentences such as "You made a house" or "That is a house." Then invite several children in turn to make additional houses on the board. Remove the shapes and repeat the procedure, using the ideas below. As you position each shape, encourage the children to guess what you are making. Conclude by letting five volunteers each assemble one of the groupings below. Each child who makes one should describe it in a sentence for the group.



snowman

rocket

tree

butterfly

caterpillar

2. Focus: listening to the music "Rhythm Walk," and then moving like a caterpillar

Have the caterpillar construction from Activity 1 left on the board.

Hold the music card and say:

**As you listen to this new piece of music, look at the board.
The music may remind you of something you see there.**

Play the music and encourage the children to tell what it sounds like to them. Accept all responses. Then continue:

Does the music remind you of the way a caterpillar crawls along? (Pause) We are going to pretend that all of you together are one long caterpillar. First let's practice moving our bodies up and down.

Play the recording and demonstrate the action: move from a standing position to a half-squat in time to the music. When the children can move correctly, line them up in single file. Each should hold the preceding child's waist. Repeat the music and have the children move up and down, not in unison, to the music, creating a wave-like effect as they imitate a caterpillar crawling around the room. Change leaders and continue as long as time and interest suggest.

Keep in Mind...

After each lesson in the program, individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn should be tutored. Aides could help you with this task.

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Materials

ACTIVITY 1

P. Mooney Bag
Teacher provides
2 fresh red apples

ACTIVITY 2

Teacher provides
1 fresh red apple

1. Focus: describing and talking about apples

Put the apples into the bag.

Wearing the bag, say:

Today the P. Mooney bag contains two surprises. You can eat them. What do you think they could be? (Encourage individual responses) Please come and take the surprises out of the bag, (Betty Jean), so we can see what they are.

Place the apples where everyone can see them. Then lead a discussion about apples, asking questions like these:

1. What are these called?
2. What color are these apples?
3. What other colors can apples be?
4. What is the outside cover of an apple called?
5. What part holds an apple to the tree?
6. What are some things we can make out of apples? (jelly, juice, pie, sauce, dried-apple doll heads)
7. Do you like apples? Why? Why not?
8. If you had some apples, what would you do with them?

Summarize the discussion:

We have learned a lot about apples — what they look like, what parts they have, and what we can make from them.

2. Focus: identifying red objects while chanting an action rhyme

Hold up the red apple and ask:

What color is this apple? (Pause) Yes, it is red. There are some other things in this room that are red, too. Let's look for them together. I know a rhyme we can say while we are looking:

**Look up and down and all around!
Something red will soon be found.**

Repeat the rhyme several times with the children before you lead them in walking around the room and chanting. Each time the rhyme is finished, stop and let the children take turns pointing out and naming red objects in a sentence such as "Here is a red (crayon)." Continue until everyone has had a turn, even if some items are repeated.



Materials

ACTIVITY 1

Fruits & Vegetables

3 apples

Teacher provides

1 fresh apple

ACTIVITY 2

Teacher provides

1 fresh apple

1 table knife

1. Focus: comparing real and plastic apples by sight, smell, and touch

Place the four apples where everyone can see them. Sit with the apples within reach as the children sit facing you. Ask them to tell you which apple is different from the rest. If no one can explain, pass the apples around, encouraging the children to handle and smell them. If necessary, point out such differences as color, weight, smell, size, and texture. Then ask the question again. When the real apple has been identified, say:

Yes! One of the apples is real, but the rest are not real. They are artificial. They are made of plastic. Let's play a game to see if you can tell which apple is real and which is not real.

Invite one child to stand beside you. Continue:

Close your eyes, (Jackson). (Pause) Now I will put the real apple into one of your hands, and a plastic apple into the other. (Do this) Which is the real apple, (Jackson)?

When the child chooses, ask, "Why did you choose this apple?" The child should respond in a sentence such as "I know this is the real apple, because it is heavier" or "This is the real apple. I know because of the smell." Continue with other children.

2. Focus: talking about apples, and then saying and pantomiming a rhyme about planting an apple seed

Hold the fresh apple and say:

Let's talk some more about how apples grow. Apples grow on what kind of plant? (Pause) Yes, apples grow on apple trees. How would you take care of an apple tree if you wanted it to grow big, juicy apples?

Discussion should include mention of water, sunlight, and fertilizer. Then take the knife and say:

Now watch while I cut the apple in half.

Pass the halves around and let the children take turns describing what they see. Elaborate on the previous lesson. Descriptions should include naming these apple parts: seeds, core, flesh, skin, and stem. Then ask:

What might happen if we planted one of these seeds?

(Encourage individual responses) **I know a rhyme we can say while we pretend to grow our own apples. Please listen carefully and watch me as I act out the words for you the first time. Then we will do it together.**

Present this rhyme* with gestures:

Here's a little apple seed.

(Hold imaginary seed in one hand; point with other)

Plant it in the ground. (Pretend to plant seed)

Give it water every day. (Pretend to water plant)

Weed it all around. (Pretend to pull weeds)

Now the tree is growing,

(Hang head and arms down; gradually lift them up)

Reaching to the sky.

We can pick the apples now (Pretend to pick apples)

And make an apple pie!

(Pretend to put pie into oven, close oven door, and rub stomach happily)

Invite the children to join you in performing the rhyme several times.

OPTIONAL: Conclude by giving each child a piece of the apple.

*NOTE: This rhyme is by Sharon Holland.

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Materials

ACTIVITY 1

Cards
Stories
353-368

Puppets
P. Mooney

Sound Book 1
Page 2

Teacher provides
Record player

ACTIVITY 2

Display Board
6 ledges

Cards
Stories
(same as for Activity 1)

1. Focus: listening to the story "P. Mooney and Mr. Nobody"

Place the 16 story cards on your lap, and put P. Mooney on your hand. He says:

Hello, everyone! Today we are going to hear a new story. The story tells how I met one of my best friends, whose name is Mr. Nobody. Let's listen to find out why Mr. Nobody has such a funny name.

Set the puppet aside and play the recording. During the narration, show the story cards in turn as you scan the printed copy on the back of each picture. After showing each card, lay it facedown in a pile on your lap.

2. Focus: talking about Mr. Nobody, and then retelling the story "P. Mooney and Mr. Nobody"

Still holding the cards, say:

Let's remember the story together. What is the name of P. Mooney's friend? (Encourage unison response) Why is he called Mr. Nobody?

If no one can explain, say:

Mr. Nobody's last name is two words put together: *no* and *body*. His name is Mr. (say name in two parts) *No-body* because he seemed to have *no body*. When we say his name fast, it comes out Mr. (say name normally) *Nobody*.

Continue with these or similar questions in story sequence:

1. How did P. Mooney help Mr. Nobody?
2. How did Mr. Nobody feel after P. Mooney helped him? Why?
3. What did you like — or not like — about the story?

Then say:

Let's look at the story cards again while we take turns telling what is happening in each picture. (Show card 353) What is happening in this picture, (Helen)? (Pause) What else does this picture show, (Tommy)?

Show the rest of the cards in order, encouraging individuals to continue the story. If necessary, ask questions to help the children remember important details. As the cards are described, have them placed in three rows on the board in left-to-right sequence as seen by the group. As necessary, remove cards to make room for others as you proceed.

14



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: imitating pantomimed actions, and then identifying the actions and body parts used

Ask the children to stand before you. Say:

We can use our body parts to do many different things. Watch carefully, and then do what I am doing.

Pretend to smell something. Encourage the children to join you. Then ask:

What were we pretending to do? (Pause) Yes, we were pretending to smell something. Which body part do we use to smell? (Pause) Yes, we use our noses to smell.

Continue with these actions and body parts:

1. walking (legs, knees, feet, toes)
2. bending (elbows, knees, fingers, wrists, neck, waist)
3. eating (mouth, lips, tongue, teeth, jaws)
4. listening (ears)
5. picking up (fingers, hands, arms, mouth, toes if we must)
6. blinking (eyes, eyelids)
7. kicking (feet, legs, toes)
8. stretching (all body parts)

End by inviting the children to stand on tiptoe and stretch.

2. Focus: singing an action song about uses of the *mouth, feet, and hands*

With the children still standing, say:

I know a song that is fun to sing and act out. Please listen as I go through it for you the first time. Then we will do it together.

Sing or chant the following words to the tune or rhythm of "The Farmer in the Dell":

We use our mouths to sing, (Point to mouth)
 We use our mouths to sing,
 Hi-ho the derry-o,
 We use our mouths to sing.

Continue with verses that begin as follows:

We use our feet to march, etc. (March in place)
 We use our hands to clap, etc. (Clap hands)

Invite the children to join you in repeating the verses and movements. Ask volunteers to lead the group as everyone sings the song again.

VARIATION: To make the activity *harder*, invite the children to make up more verses.

15



Materials

ACTIVITY 1

Display Board

Manikin, Disassembled
 Body parts
 Facial features
 Short hair

ACTIVITY 2

None

1. Focus: talking about and assembling the manikin

Hold the pieces of the manikin on your lap. Say:

I am going to put something like a puzzle onto the board.

Place the manikin pieces onto it in random order. Ask:

What do you think this is?

Encourage the children to guess. Then have them watch you assemble the complete figure before you explain:

This doll is called a *manikin*. Let's say the word together: *manikin*. Do you hear another word in *man-ikin*. (Pause) Yes, the word *manikin* contains the word *man*. All these pieces together form a *manikin* that looks like a person.

Remove the pieces and invite several children to reassemble the figure. Hand out the pieces one at a time. As needed, guide the children with cues such as "Place the head at the top" or "Connect the foot to the leg." Let the children take turns assembling the manikin as long as time and interest permit.

2. Focus: talking about and singing an action song about mouths, feet, and hands

Ask the children to stand before you. Say:

Let's talk about what we can do with our mouths. (Encourage individual responses) Yes, we use our mouths when we sing. We use our mouths to eat and whistle. We use our mouths to talk and kiss. Let's sing about some of the ways we use our mouths. I will go through the song for you the first time. Then we will sing and act it out together.

Sing or chant these words to the tune or rhythm of "The Farmer in the Dell":

We use our mouths to sing (chant), (Point to mouth)

We use our mouths to sing (chant);

Hi-ho the derry-o,

We use our mouths to sing (chant).

Continue with verses that begin as follows:

We use our mouths to eat, etc. (Pretend to eat)

We use our mouths to kiss, etc. (Pretend to kiss)

Repeat the activity for feet (march, kick, walk) and hands (clap, draw, eat).

Keep in Mind...

After each lesson in the program, individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn should be tutored. Aides could help you with this task.

16



Materials

ACTIVITY 1

Cards

Animals

1-20

Display Board

6 ledges

ACTIVITY 2

Cards

Animals

1* 6* 11* 15*

5* 9* 12* 19*

Display Board

6 ledges

*NOTE: Cards followed by an asterisk were also used in Activity 1.

1. Focus: finding and naming animal cards

While the other children cover their eyes, have several children help you hide the 20 animal cards, picture sides hidden, around the room.

Ask the children to stand before you. Say:

When we go on a hunt, we look for things. Today we will go on an animal hunt. Many animal pictures are hidden in the room. Let's find them all. Please bring the cards you find, and sit in front of the board.

Give clues as necessary. When all the children are seated, they are then to take turns placing their cards on the board and naming the animals in a sentence like "This animal is a (bear)." Remove the cards from the board to make room as you proceed. Continue until all cards have been identified.

VARIATION: To make the activity *harder*, say, "Tell us something about a (bear)."

2. Focus: identifying animals from their descriptions

Display the eight animal cards on the board.

Say:

Now let's play a guessing game. I will tell you something about one of these animals. (Point to cards on display) You are to guess which animal I mean.

Present the following sets of clues. Pause after each clue, to give the children time to think and respond.

1. This animal is small. . . . It has feathers. . . . It has wings. . . . It lives in a tree. . . . What animal is it? (bird)
2. This animal is large. . . . It growls. . . . It likes to eat honey. . . . What animal is it? (bear)
3. This animal is small. . . . It is yellow. . . . Its mother is a hen. . . . Its father is a rooster. . . . It pecks on the ground to find its food. . . . What animal is it? (chick)
4. This animal is very large. . . . It is gray. . . . Sometimes it lives in a circus. . . . It has a long nose called a trunk. . . . It has big floppy ears. . . . What animal is it? (elephant)
5. This animal is very small. . . . It has two beautiful wings. . . . It flies from flower to flower. . . . What animal is it? (butterfly)
6. This animal is large. . . . It is black with white spots. . . . It gives us milk. . . . What animal is it? (cow)
7. This animal is small. . . . It swims in the water. . . . It is gold. . . . What animal is it? (goldfish)
8. This animal is usually a pet. . . . It barks. . . . It has shaggy brown hair. . . . What animal is it? (dog)



Materials

ACTIVITY 1

Display Board
4 ledges

P. Mooney Stick

Poster 1

ACTIVITY 2

Cards
Animals
8 11 13 31
Music
325

Display Board
4 ledges

Sound Book 2
Page 1, band 2

Teacher provides
Record player

1. Focus: naming items on the poster "Farm in Spring," and then talking about farm life

Do not display the poster until asked to do so.

Hold up the stick and say:

P. Mooney's magic stick is going to send us on a magical trip. Where do you think it might take us?

Encourage the children to guess. Then wave the stick and say this rhyme:

**Mooney Magic, zing and zip!
Take us on a P. Mooney trip.**

Use the ledges to place the poster on the board. Ask:

Where are we? (Encourage unison response) **Yes, we are on a farm.**

Let the children take turns pointing out and naming something they see on the poster that has not been mentioned. If no one notices P. Mooney on the farm, ask the children to look for him there. Then continue the discussion with questions like these:

1. **Have you ever visited a farm?** (Pause) **What was it like?** (Encourage children to discuss their experiences)
2. **What is a farmer?**
3. **Could both women and men be farmers?**
4. **What animals live on a farm?**
5. **What plants do farmers grow?**

Accept all appropriate answers and add instructive comments. End by waving the stick again as you say:

**Mooney Magic, do a trick;
Take us back, P. Mooney Stick!**

2. Focus: listening to and singing "The Is-Are Song"

Place the four animal cards on the board in this order: 11, 13, 8, and 31.

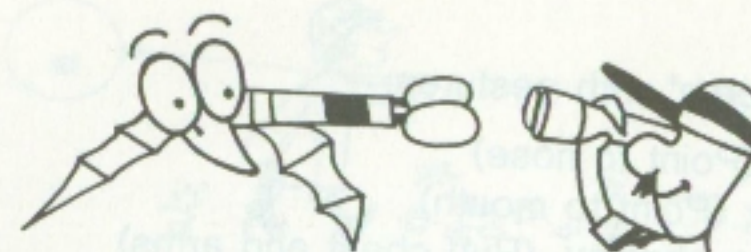
Review the animal card labels with the children. Then hold the music card and say:

Let's learn a new song about the sounds animals make.

Please listen to the words and sing with me as soon as you can.

Play band 2 and refer to the music card as you sing along with the recording, pointing to each animal card as the animal is mentioned. Emphasize the verb forms and plurals. Repeat the song with the children until they are familiar with the words.

18



Materials

ACTIVITY 1

Cards
Animals
3 11 21 27
5 12 25 31
8 13 26 36
Music
325

Sound Book 2
Page 1, bands 2 & 3
Teacher provides
Record player

ACTIVITY 2

Cards
Animals
12*
Display Board
1 ledge

*NOTE: Cards followed by an asterisk were also used in Activity 1.

1. Focus: singing "The Is-Are Song" while naming animals and imitating their sounds

Review the animal card labels with the children. Select four children and ask them to stand facing the group. Going from left-to-right as seen by the class, hand each of the four an animal card, in this order: 11, 13, 8, 31. Ask:

Do you remember the song we learned about the sounds animals make? (Pause) Let's sing it again. Then we will choose other animal sounds to sing about.

Play band 2 and have each standing child hold out the card when the animal is mentioned. Each time, stress the plurals and encourage the children to sing and make the animal sound with you. Repeat two or three times before suggesting:

Let's sing about four more animals.

Let four other children each hold one of these cards, in this order: 3, 21, 27, 5. Then play band 3 (instrumental version) and lead the children in singing the new verses. Repeat the procedure with the four remaining cards, in this order: 12, 26, 25, 36.

2. Focus: saying an action poem about a dog while stressing the use of *is*, *are*, and plurals

Display animal card 12.

Have the children stand facing you and the board. Point to the card and ask:

What animal is this? (Pause) Yes, it is a dog. I know a rhyme about a happy dog. Please listen and watch as I say and act out the words. Then we will practice the rhyme together.

Recite the following poem* with gestures:

This is my nose; (Point to nose)
This is my mouth; (Point to mouth)
This is my coat so shaggy. (Rub chest and arms)
This is my head; (Place both hands on head)
This is my tail (Hold hands together behind back)
That is so long and waggy.
 (With hands behind back, wiggle hips)

These are my legs; (Point to legs)
These are my paws; (Hold hands up like paws)
These are my teeth so snappy. (Point to teeth and snap them)
These are my eyes; (Point to eyes)
These are my ears
 (Place hands with fingers bent on either side of head)
That stand up when I'm happy. (Straighten fingers)

As you repeat the poem line by line, perform the actions with the children. Then lead the group again in the words and actions. Continue as long as time and interest suggest, fading out your participation as much as possible.

*NOTE: This rhyme is by Margie Donnelly.



Materials

ACTIVITY 1

Cards
 Stories
 369-385

Sound Book 1
 Page 3

Teacher provides
 Record player

ACTIVITY 2

Puppets
 Zoey
 Discovery hat

1. Focus: listening to the story "P. Mooney and Zoey," and then answering questions about it

Say:

Today you are going to hear a new story. It is about Zoey, who is a special friend of P. Mooney's. Let's listen together.

Play the story. During the narration, show the story cards in turn as you scan the printed copy on the back of each picture. After showing each card, lay it facedown in a pile on your lap. Afterwards, review the major points with questions like these:

1. How did P. Mooney get caught inside his bag?
2. How did Zoey rescue P. Mooney?
3. What might have happened to P. Mooney if Zoey had not found him?
4. What kind of person do you think Zoey is?

2. Focus: describing one's appearance or clothes to Zoey

Place Zoey (wearing her discovery hat) on your hand. She asks:

Do you know who I am? (Encourage unison response) **Yes, my name is Zoey. Today I am wearing my discovery hat as I find out who you are. Let's play a game using your names. I will cover my eyes. When I call on you, say, "Hello, Zoey." Then tell me what you look like or what you are wearing. I will try to discover who you are. Let's begin. (Cover puppet's eyes) Say hello to me and then tell me what you look like, (Pamela).**

Zoey should encourage as full a description as possible, and stress the use of sentences. After each response, Zoey should look over all the children before inviting the right child to come and shake her hand. Have the puppet occasionally choose the wrong child and invite the class to correct her.



Materials

ACTIVITY 1

Cards
Music
326

Puppets
Zoey
All 3 hats

Sound Book 2
Page 1, band 4

Teacher provides
Record player

ACTIVITY 2

Puppets
Zoey
All 3 hats

1. Focus: listening to and singing the song "Zoey," and naming her three hats

Place Zoey (wearing her discovery hat) on your hand. She says:

Hello, girls and boys! You are going to hear a new song about my hats. For each verse, I will change the hat I am wearing. Please listen carefully, so you will be able to sing along later.

Play the song and change Zoey's hats as indicated. Then the puppet continues:

Let's listen again to the first verse, which tells when I wear my discovery hat.

After hearing the verse, the group should tell Zoey when she wears her discovery hat. Repeat this procedure with the next two verses. Then have Zoey lead the group in singing the song as several children take turns switching her hats verse by verse. Repeat several times, to give other children a turn.

2. Focus: talking about *thinking*, *discovery*, and *action*, and then playing an action game to identify Zoey's hats

Hold Zoey (wearing her thinking hat), point to her, and say:

Zoey is wearing her thinking hat because she is ready to think. Are you ready to think? (Pause) Think about an animal. (Pause) What animal are you thinking about right now? (Encourage individual responses) What do we mean when we say we are thinking?

After the discussion, switch Zoey's thinking hat to her discovery hat and say:

Now Zoey is wearing her discovery hat. Are you ready to discover something? (Pause) What food would you like to discover right now? (Encourage individual responses) What do we mean when we say we made a discovery?

After the discussion, switch Zoey's discovery hat to her action hat and say:

Now Zoey is wearing her action hat. Are you ready for action? (Pause) What actions can we do right now? (Encourage individual responses) What does the word *action* mean?

After the discussion, say:

Let's play a Zoey hat game. I will change Zoey's hats. Please make the same movements I do for each hat you see her wearing. Let's practice them before we play.

Suggested movements:

**thinking hat — put chin in palm of hand and pretend to think
discovery hat — shade eyes with one hand as you look around
action hat — run in place**

Repeat the game one or more times, fading out your participation as much as possible. Vary the order in which you put the hats on the puppet.

Keep in Mind...

After each lesson in the program, individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn should be tutored. Aides could help you with this task.



Materials

ACTIVITY 1

Cards
Music
326

Puppets
Zoey
All 3 hats

Sound Book 2
Page 1, band 4

Teacher provides
Record player

ACTIVITY 2

Cards
Stories
369-385

Display Board
6 ledges

1. Focus: listening to, singing, and acting out the song "Zoey"

Stand beside the record player and have the children stand before you. Place Zoey (wearing her discovery hat) on your hand. She says:

Let's listen again to the song about my three hats. Sing the song and do the actions for the hat you see me wearing. When the song tells about my discovery hat, shade your eyes and look all around, like this. (Demonstrate with puppet) When the song mentions my thinking hat, put your chin in your hand and pretend to think, like this. (Demonstrate with puppet) During the verse about my action hat, run in place, like this. (Demonstrate)

Play the song, calling on different children to change the puppet's hats verse by verse. The rest of the children should sing along. Repeat as time and interest suggest.

2. Focus: retelling the story "P. Mooney and Zoey"

Place the cards facedown on your lap and say:

Let's retell the story of how P. Mooney met Zoey. I will show the story cards while you take turns telling what is happening in each picture. (Show card 369) What is happening in this picture, (Erik)?

Show the rest of the cards in order, encouraging individuals to continue the story. If necessary, ask questions to help them remember important details. As the cards are discussed, have them placed on the board in left-to-right order as seen by the group.



Materials

ACTIVITY 1

Cards
Animals
21-38

Display Board
6 ledges

ACTIVITY 2

Cards
Animals
1-20
21-38*

Display Board
6 ledges

*NOTE: Cards followed by an asterisk were also used in Activity 1.

1. Focus: finding and naming animal cards

While the other children cover their eyes, have several children hide the 18 animal cards, picture sides hidden, around the room.

Ask the children to stand before you. Say:

Today we will go on another animal hunt. Let's find all the animal pictures hidden in the room. Please bring the cards you find, and sit in front of the board.

Give clues as necessary. When all the children are seated, they are then to take turns placing their cards on the board and naming the animals in a sentence like "This animal is a (horse)." Remove cards from the board to make room as you proceed. Continue until all cards have been identified.

VARIATION: To make the activity *harder*, call on children to tell something about each animal named.

2. Focus: identifying animals that make sounds, and imitating these sounds

Display as many animal cards as you can on the board.

Hold the remaining animal cards, point to the board, and say:

Let's look at all these pictured animals and decide which of them make sounds. I will point to each card in turn. When I call on you, tell me whether the animal makes a sound. If it does, please imitate the sound for us.

As you proceed, remove the cards of soundless animals. Continue until all 38 animals have been considered.



Materials

ACTIVITY 1

Puppets
Zoey
Thinking hat

ACTIVITY 2

None

1. Focus: identifying *body parts* from questions about actions

Place Zoey (wearing her thinking hat) on your hand and have her say:

I am wearing my thinking hat. Pretend you are wearing yours, too. (Pause) We are going to think hard today. I will ask you some questions about body parts. Try to figure out which parts I mean.

Zoey should call on individuals to answer each question and then have all the children perform the action named. Another child should then describe the action in a sentence like "We (hug) with our (arms)."

What body parts can . . .

1. **hug someone?** (arms, hands)
2. **open and close?** (mouths, eyes)
3. **wave good-bye?** (arms)
4. **wiggle?** (toes, fingers)
5. **nod?** (head)
6. **wink and blink?** (eyes)
7. **scratch?** (fingers, fingernails, toes, toenails)
8. **help us eat?** (teeth, mouth, jaws)

OPTIONAL: Continue by having children hold Zoey and make up more questions about body parts.

2. Focus: naming body parts, and then following directions while singing

Ask the children to stand in a circle around you. Say:

We are going to sing about body parts. First, let's make sure that you know the body parts mentioned in the song. Please name the parts as I point to them.

Point to the head, nose, legs, toes, ears, and mouth of several children as the group responds in unison. Continue:

Watch me and listen as I go through the song for you the first time. Then we will sing and act out the words together.

Demonstrate the actions as you sing or chant these words to the tune or rhythm of "Here We Go Looby Lou":

1. **Everyone, touch your head.** (Touch head)
Everyone, touch your nose. (Touch nose)
Everyone, touch your legs. (Touch legs)
Now, everyone, touch your toes! (Touch toes)

Chorus:

Now we turn 'round and 'round.

(Turn around in place, stepping in rhythm with song)

Now we turn 'round and 'round.

Now we turn 'round and 'round.

Now, everyone, touch your toes! (Touch toes)

2. **Everyone, touch your mouth.** (Touch mouth)

Everyone, touch your nose. (Touch nose)

Everyone, touch your ears. (Touch ears)

Now, everyone, touch your toes! (Touch toes)

(Repeat chorus)

Invite the children to join in as you repeat the words and actions together. Continue as time permits.



Materials

ACTIVITY 1

Cards
Clothing
39-54
P. Mooney Bag

ACTIVITY 2

Cards
Clothing
(same as for Activity 1)
Music
325

Sound Book 2
Page 1, band 3
Teacher provides
Record player

1. Focus: naming *clothing* in sentences

Put the 16 clothing cards into the bag.

Wear the bag and say:

P. Mooney's bag is full today. What might be inside it?

Call on several children in turn. After each guess, give clues. If no one guesses correctly, tell the class that the bag contains clothing cards. Continue:

Each of you is to come up and take a card from the bag. You choose first and show everyone your card, (Denise). Tell us what you chose in a sentence.

The child should respond with a sentence such as "This is a (jacket)." Continue with other children. If necessary, help by asking, "Are you holding (mittens), or a (cap)?" Accept suitable synonyms. Continue until all cards have been named. If your class is large, return cards to the bag, so that everyone has at least one turn.

OPTIONAL: Have the children discuss each item in detail.

2. Focus: singing "The Is-Are Song" while naming clothing and showing where it is worn

Give four children each a clothing card and ask them to stand facing the group. Line them up, left-to-right as seen by the class, with the cards in this order: 39, 40, 41, and 42. Point to the four cards and say:

Let's sing about these pictured clothes and where they are worn.

Refer to the music card as you play band 3 (instrumental version) and lead the children in singing the verses given below. Have each standing child hold up the card when the garment is mentioned. At the end of each verse, have the children show where the item of clothing is worn.

1. Blouse is one; blouses are two.
Where would I put a blouse on you?
2. Bonnet is one; bonnets are two.
Where would I put a bonnet on you?
3. Bootie is one; booties are two.
Where would I put booties on you?
4. Boot is one; boots are two.
Where would I put boots on you?

Repeat the song with other groups of four, using different cards each time. Continue as long as time and interest permit.



Materials

ACTIVITY 1

Cards

Foods

137 141 145 147

138 144 146 150

Fruits & Vegetables

3 apples

3 bananas

Lemon

3 oranges

Peach

3 pears

Pineapple

3 strawberries

ACTIVITY 2

Fruits & Vegetables

1 of each kind of fruit

P. Mooney Bag

1. Focus: matching fruits with their pictures, and then naming and talking about the fruits

Give each child either one fruit or one card. Be sure the sets match. Take a card or fruit yourself, if necessary. Set aside whatever spares are left. Say:

Some of you are holding fruit cards, and some of you are holding fruits. Try to find someone else holding the kind of fruit you have. There may be more than one other person, so look carefully. Then come and sit in front of me with your partners.

When the groups are assembled, point to one of them and say:

Tell me in a sentence what fruit you are holding.

The group should respond with a sentence such as "We are holding (oranges)" or "We have (oranges)." Continue with the other groups. Then ask questions like these to promote discussion:

1. Which fruits have stems?
2. Which fruits must we peel before we eat them?
3. Which fruits have seeds?
4. Which fruits give us juice?

2. Focus: naming fruits from memory

Put the eight plastic fruits into the bag.

Wear the bag and say:

Let's play a remembering game. First, I will take out two fruits and show them to you. Look at them carefully and whisper their names to help you remember them. Then I will

put them back into the bag and ask one of you to tell me in a sentence which fruits you saw.

The child you call on should answer with a sentence such as "I saw an (apple) and a (strawberry)" or "You had a (banana) and a (pineapple)." Continue until everyone has had at least one turn.

VARIATION: To make the activity *harder*, hold up three fruits at a time.



Materials

ACTIVITY 1

Cards

Animals

1 10 18 24
2 11 20 27
7 12 21 28
8 13 22 29
9 14 23 32

Display Board

6 ledges

P. Mooney Bag

ACTIVITY 2

Cards

Animals

(same as for Activity 1)

Music

325

Display Board

6 ledges

Sound Book 2

Page 1, band 3

Teacher provides

Record player

1. Focus: naming, describing, and relating adult animals and their young

Put the 20 animal cards into the bag.

Wear the bag and say:

P. Mooney's bag holds surprises for everyone. What do you think they might be today?

Encourage the children to guess before you continue:

Let's find out. Pull a surprise from the bag and show us what it is, (George). (Pause) What kind of animal do you have? (Pause) Tell us something about it. (Pause) Now put your card on the board.

Continue with other children. Each child should describe the pictured animal in sentences like "I have a (calf). It has (four legs, two ears, and a tail)." Encourage the children to give complete descriptions. If necessary, ask questions or give clues. Remove the cards from the board to make room as you proceed. When every child has had a turn, collect the cards and say:

Now let's put the animals together in families. (Show card 21) What baby animal belongs to this horse, (Carmen)? (Pause) Yes, the colt and the horse belong together.

Have the child display the two cards together on the board. When the board is full, remove a few pairs to make room for the remaining cards. Continue until all cards have been paired.

2. Focus: singing "The Is-Are Song" while naming animals and imitating their sounds

Keep the animal pairs from Activity 1 on display.

Point to the cards on display and say:

Let's sing about these animals and imitate their sounds. I will play just the music for you before we begin.

Play band 3 (instrumental version) without singing. Repeat the recording as you lead the children in singing verses like these:

1. Hen is one; hens are two.

What do they say when they talk to you? (cluck, cluck)

2. Chick is one; chicks are two.

What do they say when they talk to you? (peep, peep)

Continue in this manner with the remaining animal cards, adding those not on the board as they are needed.



Materials

ACTIVITY 1

Cards

Animals

1 11 15 18
3 12 16 20
5 13 17 21
8

Display Board
6 ledges

ACTIVITY 2

Puppets

P. Mooney

Sound Book 3

Page 1, bands 1-8

Page 2, bands 1-5

Teacher provides

Record player

1. Focus: listening to "Sounds of Animals," and then identifying and imitating each of them

In random order, display the 13 animal cards on the board.

Review the animal card labels with the children. Then say:

Sometimes we can name an animal by hearing its sound. Let's listen to some new animal sounds. When you decide which animal is making a sound, please point to its picture on the board. Then we will name it together and imitate its sound.

Play only the first band (bear) before having the class say in unison, "That is a bear." Have a child find and hold up the picture of a bear as you say:

A bear makes this sound: grrr. A bear growls. Let's all growl like bears.

Repeat this procedure with the remaining sounds and cards.

2. Focus: following directions to imitate animal sounds in the game P. Mooney Says

Ask the children to stand before you. Place P. Mooney on your hand and have him say:

Let's play P. Mooney Says. First I will say, "P. Mooney says," and then I will tell you to make an animal sound. Make the sound over and over until you hear "P. Mooney says, 'Stop.'" If I do not begin by saying, "P. Mooney says," don't make the sound at all. Let's practice before we play.

Practice by having the puppet say:

1. P. Mooney says, "Growl like a bear." (Make sure everyone growls)
2. P. Mooney says, "Stop." (Make sure everyone stops)
3. Growl like a bear. (Make sure everyone remains silent and understands why)

When the children are ready, have P. Mooney give commands like these:

1. P. Mooney says, "Buzz like a bee."
2. P. Mooney says, "Stop."
3. P. Mooney says, "Cluck like a hen."
4. Stop.
5. P. Mooney says, "Stop."
6. P. Mooney says, "Bark like a dog."
7. P. Mooney says, "Stop."
8. P. Mooney says, "Moo like a cow."
9. P. Mooney says, "Stop."
10. Meow like a cat.
11. P. Mooney says, "Meow like a cat."
12. P. Mooney says, "Stop."

Continue as long as the game is fun and time permits.



Materials

ACTIVITY 1

Cards

Stories
386-398

Sound Book 1
Page 4

Teacher provides
Record player

ACTIVITY 2

Cards

Music
335

Sound Book 2
Page 6, band 1

Teacher provides
Record player

1. Focus: listening to and retelling the story "The Elephant That Did Not Know How to Listen"

Place the 13 story cards on your lap and say:

Someone we all know has an elephant for a friend. What friend of ours might also be friends with an elephant?

If no one mentions P. Mooney, give hints until his name is guessed. Then continue:

Today's story tells how P. Mooney helped Elbert the Elephant learn how to listen. Please listen carefully, because I will ask you to retell the story afterwards.

Play the story. During the narration, show the story cards in turn as you scan the printed copy on the back of each picture. After showing each card, lay it facedown in a pile on your lap. Then hold up each card again in turn as volunteers retell the story. Prompt as necessary.

2. Focus: pantomiming elephants to the music "Rhythm Walk" in a stop-go listening game

Stand with the children. Say:

Let's pretend we are elephants, like this: Bend over and hold your hands together. Take big steps and swing your hands from side to side. (Demonstrate) Try it.

Let the children practice before you continue:

Now let's play a listening game. While the music is playing, walk like an elephant. But when the music stops, stop where you are! (Demonstrate)

Play the music. From time to time, lift the needle so the children may stop. Continue as long as the game is fun and time permits.



Materials

ACTIVITY 1

Display Board

Teacher provides
Bell
Glass
Pen
Sheet of paper

ACTIVITY 2

Cards

Music
327

Sound Book 2
Page 1, band 5

Teacher provides
Record player

1. Focus: identifying classroom objects by their sounds

Before the lesson, set up the board and hide the items listed under Materials behind it.

Say:

Elbert learned how to be a good listener. Let's find out if you know how to listen, too. I will go behind the board and make some sounds. Try to figure out how I make each one. When I call on you, tell me in a sentence what I did.

Call on volunteers to identify these sounds:

- | | |
|---------------------------|-------------------|
| 1. clap hands | 7. whistle |
| 2. ring bell | 8. knock on board |
| 3. snap fingers | 9. scratch board |
| 4. tap glass with pen | 10. hum |
| 5. cluck with tongue | |
| 6. crumple sheet of paper | |

The children you call on should respond in complete sentences such as "You clapped your hands." As necessary, repeat or add sounds to give each child a turn.

VARIATION: To make the activity *harder*, let the children take turns making sounds behind the board for the class to identify.

2. Focus: listening to, talking about, and singing "Elbert's Song"

Say:

Before he met P. Mooney, Elbert could not understand the sounds he heard. Let's listen to his song to find out how his problem was solved.

Play band 5, and then ask questions like these:

1. Who is singing this song?
2. What does the song tell you about Elbert?
3. What does the song ask us to do?
4. Do you sometimes not pay attention to what you hear?

If necessary, play the song again to promote discussion. Once the children understand that they should "listen to the sounds of the world," play the song again and encourage everyone to sing the chorus. Repeat as desired.



Materials

ACTIVITY 1

None

ACTIVITY 2

Cards
Music
327

Sound Book 2
Page 1, band 5

Teacher provides
Record player

1. Focus: listening to and remembering environmental sounds, and then talking about them

If feasible, open all classroom doors and windows, or take the group outdoors.

Say:

Let's listen to the sounds of the world the way Elbert does. Lie down on the (floor, ground). (Pause) Close your eyes and listen carefully. Try to remember all the sounds you hear. In a little while, we will talk about them.

The children you call on should name the sounds in sentences such as "I heard someone giggling" or "I heard a bird singing." Repeat as often as time and interest suggest.

2. Focus: singing "Elbert's Song," and moving to the music

Play band 5 and encourage the children to sing the chorus. Then say:

Let's move around the room to the music of Elbert's song. When the music is slow, walk like a big, slow elephant. When the music is fast, sing along and move quickly in any way you like.

Play the song as the children move around the room in rhythm with the music. Repeat as often as time and interest suggest.



Materials

ACTIVITY 1

None

ACTIVITY 2

Cards
Stories
388

Display Board
1 ledge

1. Focus: identifying classmates' voices in a listening game

Say:

Let's play a listening game. One of you will pretend to be Elbert the Elephant. That person will face the group and stand with eyes closed. Everyone else will change places. Then I will have someone call out, "Elbert the Elephant!" The person pretending to be Elbert must guess who spoke.

If the guess is correct, the child continues to play Elbert. If the guess is incorrect, the group should name the caller in unison. The child who called out then becomes Elbert for the next turn. If feasible, continue until each child has played Elbert.

2. Focus: changing first consonants of names in a rhyming activity

Display the story card on the ledge of the board.

Have the children sit before you. Point to the card on display and say:

Elbert's ear elevators helped him listen. He loved discovering new sounds. Let's have fun playing with names in a rhyming game. First, we will make up names that sound like Elbert. Melbert and Telbert sound like Elbert. Can you think of any others?

Help the children use various consonants to begin more names. Then continue:

Now let's make up real or silly words that sound like my name.

Use your first or last name and help as necessary. Once the children understand the game, have them volunteer their own names for use.



Materials

ACTIVITY 1

Cards
Toys
226-246

Teacher provides
Cardboard box big
enough to hold cards

ACTIVITY 2

Cards
Toys
(same as for Activity 1)

Music
337

Display Board
6 ledges

Sound Book 2
Page 6, band 3

Teacher provides
Record player

1. Focus: naming and describing toy cards

Put all 21 toy cards into the box.

Ask the children to sit before you. Place the box on your lap and say:

Let's pretend this is a toy box with many toys in it. Each of you may shake the box and take out a toy card. Then you are to name the toy and tell us at least two things about it.

Help as necessary. Continue until all the cards have been used.

2. Focus: following directions using *positional words*, and parading to the music "Rag March"

Display 12 toy cards on the board and have the remaining cards handy.

Have each child come up and choose a toy card from those on display. Add the remaining cards to the board as needed. Then say:

Now let's line up and have a toy parade. (Drum), please stand here. (Point) (Ball), stand *in front of* the (drum). (Puzzle), stand *behind* the (ball). (Doll buggy), stand *beside* the (ball).

Continue to stress the words *behind*, *beside*, and *in front of* as the children line up in pairs. When the line is complete, play the music and let the children march around the room. Change leaders frequently and continue as long as time and interest suggest.

VARIATION: To make the activity *harder*, have the children choose their positions in sentences such as "I would like to stand *beside* the (puzzle)."



Materials

ACTIVITY 1

Cards
Clothing
55-73

P. Mooney Bag

ACTIVITY 2

Cards
Clothing
39 49 56* 63*
44 52 58* 64*
46 53 59* 66*
48 54 62* 67*

Display Board
6 ledges

*NOTE: Cards followed by an asterisk were also used in Activity 1.

1. Focus: naming *clothing* in sentences

Put the 19 clothing cards into the bag.

Wear the bag and say:

P. Mooney's bag is full today. It has more pictures of clothes in it. Each of you is to come up and take a card from the bag. You choose first and show everyone your card, (Jonathan). Tell us what it is in a sentence.

The child should use a sentence such as "This is a (shirt)." Continue with other children. If necessary, help by asking, "Are you holding a (sweater), or a (wristwatch)?" Accept suitable synonyms. Continue until all cards have been named.

2. Focus: classifying and naming *clothing* in the game I Spy

Display the 16 clothing cards on the board.

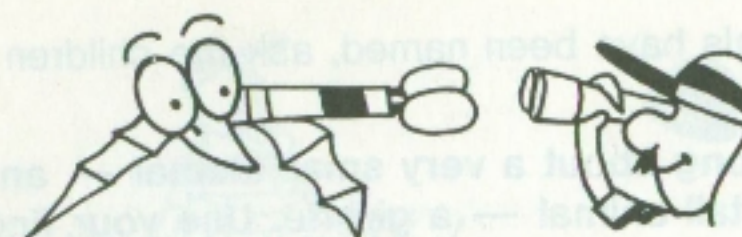
Say:

Let's use these cards to play a game called I Spy. The words *I spy* mean "I see." I will ask you to find all the clothes that are the same in some way. Please look carefully, because there may be more than one right answer. Use sentences. Who spies all the clothing with buttons?

The child you call on should point to the correct cards and identify them in a sentence such as "I spy a coat, a suit, and a shirt that have buttons." Help as necessary. Continue with questions like these:

1. Who spies clothing that covers the head? (snowsuit, jacket, raincoat)

2. **Who spies clothing with sleeves?** (jacket, girl's pajamas, boy's shirt, sweater, coat, dress, suit, snowsuit, raincoat, knit shirt)
3. **Who spies clothing with buckles?** (snowsuit, jeans, overalls)
4. **Who spies clothing with pockets?** (coat, suit, snowsuit, jacket, jeans, overalls, raincoat, boy's shirt)
5. **Who spies clothing with zippers?** (snowsuit, jeans, overalls)
6. **Who spies clothing that is blue?** (suit, snowsuit, jeans, overalls, boy's shirt, knit shirt)
7. **Who spies clothing with lace?** (slip, blouse)
8. **Who spies clothing with something that ties on it?** (dress, snowsuit, raincoat)



Materials

ACTIVITY 1

Color Chips
1 red per child
1 green per child

Display Board
4 ledges

Poster 1

ACTIVITY 2

Cards
Music
328

Sound Book 2
Page 2, band 1

Teacher provides
Record player

1. **Focus: matching red and green chips to similarly colored objects on the poster "Farm in Spring," and then naming the items**

Use the ledges to display the poster on the board.

Give each child a red and a green color chip. Say:

Let's have a color hunt. If you have a red color chip, show it to me. (Pause) Yes! Everyone has a red chip. Look for red things on the poster. (Pause) Please come up here and point to something red on the poster, (LaTanya). (Pause) What did you find?

The child should answer in a sentence such as "Here is a red (barn)." Continue until everyone has had a turn, even if some objects are named more than once. Then ask:

What color is the grass on the farm? (Pause) Yes, it is green. If you have a green chip, hold it up. (Pause) Yes! Now let's look for green things on the poster.

Continue as before.

VARIATION: To make the activity *harder*, ask the child to tell something about the item. For example: "Farm animals sleep in a barn."

2. **Focus: brainstorming *tall* and *small* animals, and then singing the song "If and Then Go Together"**

Say:

Let's talk about very small animals and very tall animals. Please name animals that are small enough to hold in your hands. (Encourage individual responses) Now name some animals that are taller than you are.

When several tall animals have been named, ask the children to stand as you continue:

Let's sing a new song about a very small animal — an ant — and a very tall animal — a giraffe. Use your fingers to show me how small an ant is. (Demonstrate by holding your thumb and forefinger close together) Now show me how high a giraffe might be. (Demonstrate by standing on tiptoe and reaching up) When the song mentions the ant, use your fingers to show how small it is. When the song mentions the giraffe, reach up high, as though you were petting it. Sing along when you know the words.

Play band 1 and lead the children in singing and acting out each verse. Repeat as time permits.

35



Materials

ACTIVITY 1

Display Board
4 ledges

P. Mooney Stick

Poster 1

ACTIVITY 2

Display Board
4 ledges

P. Mooney Stick

Poster 1

1. Focus: classifying and naming animals on the poster "Farm in Spring" in the game I Spy

Use the ledges to display the poster on the board.

Point to the poster with the stick as you say:

Let's play I Spy with the farm animals on this poster.

Remember, the words *I spy* mean "I see." I will ask you a question about animals. When I call on you, point with the stick to the right animal and name it in a sentence. Please look carefully, because there may be more than one correct answer. Let's begin. (Pause) Raise your hand if you spy an animal with horns.

The child you call on should respond in sentences such as "I spy an animal with horns. It is a (cow, goat)." Help as necessary.

Continue with questions like these:

1. **Who spies an animal with a tail?** (fox, raccoon, dog, goat)
2. **Who spies an animal with spots?** (pig, frog, fawn, fish)
3. **Who spies an animal that flies?** (dragonfly, bird, bee, owl)
4. **Who spies an animal that swims?** (frog, duck, fish, turtle)
5. **Who spies an animal that may sleep in a barn?** (pig, horse, cow, goat)

VARIATION: To make the activity *harder*, allow the children to take turns asking the group similar questions.

2. Focus: brainstorming animals with certain characteristics, and then pantomiming the animals

Stand with the children and hold the stick as you say:

P. Mooney's magic stick is going to change you into animals. As I wave it and say a magic verse, decide which animal you want to be that fits the description.

Wave the stick and say:

Mooney Magic, do a trick!

Make animals with horns, P. Mooney Stick!

Have every child in turn name an animal with horns before you allow the children to pantomime their animals. Help as necessary.

Continue, repeating the rhyme about animals like these:

1. animals with tails
2. animals with spots
3. animals that fly
4. animals that swim

Conclude by waving the stick as you say:

**Eenie, Mooney,
Macaroony!
Now let's be
You and me!**



Materials

ACTIVITY 1

Puppets
Zoey
Discovery hat

ACTIVITY 2

None

1. Focus: identifying single and multiple *body parts*

Put Zoey (wearing her discovery hat) on your hand. The puppet says:

I am wearing my discovery hat because I have made a discovery about our bodies. I have *one* nose. (Point to Zoey's nose) **But look at my eyes.** (Point to Zoey's eyes) **I have *more than one* eye.** How many do I have? (Encourage unison response) **That is right; I have *two* eyes. I discovered that we have *one* of some body parts and *more than one* of others. Let's name the body parts of which we have only *one*. You go first, (Sam).**

If the class agrees that a person has only one of the body part named, have them point to it as they say with Zoey, "We have *one* (mouth)." When all single body parts have been named, continue with body parts of which there are two and more than two.

Suggested body parts:

<i>one</i>	<i>two</i>	<i>more than two</i>
1. mouth	1. arms	1. teeth
2. nose	2. hands	2. hair
3. stomach	3. elbows	3. fingers
4. head	4. feet	4. toes
5. neck	5. knees	5. fingernails
6. back	6. legs	
7. body	7. eyes	
8. tongue	8. ears	
9. chin	9. eyebrows	
	10. lips	

2. Focus: chanting an action rhyme stressing "*one*" and "*two*" body parts

Stand with the children and say:

I know a rhyme about parts of our bodies. Please listen to the words and act them out with me.

Stand up

Act out the words with the children as you say:

- Use one hand to tap, tap, tap. (Tap head)
- Use two hands to clap, clap, clap. (Clap hands)
- Use one eye to wink, wink, wink. (Wink one eye)
- Use two eyes to blink, blink, blink. (Blink both eyes)
- Use one foot to hop, hop, hop. (Hop on one foot)
- Use two feet to jump, jump, jump. (Jump)

Repeat the rhyme, encouraging the children to join you in both saying the words and doing the actions. Continue as time and interest suggest.

37



Materials

ACTIVITY 1

Display Board

ACTIVITY 2

Manikin, Disassembled
Body parts

None

1. Focus: relating one's own and the manikin's body parts, then describing their actions

Ask several children to help you place the manikin pieces on the board in random order. Then ask:

What do you see on the board? (Encourage individual responses) **Yes, these are manikin body parts. Please point to the body part I name. Everyone, point to your own head.** (Pause) **Now please come up and find the manikin head, (Clare).** (Pause) **Tell us something that you can do with your head, (Clare).**

The child should answer in a sentence such as "I can nod (shake, turn, think with) my head." Continue with the other body parts displayed. Give everyone a turn, even if some parts are named more than once.

VARIATION: To make the activity *harder*, have the children name more than one function of each body part.

2. Focus: evaluating statements on actions of body parts, and correcting the statements while stressing *not*

Say:

Let's pretend that you are teachers and that I am a child in your class. You must find out if I know what our body parts can do. If what I say is true, tell me so in a sentence. If I say something that is not true, please tell me.

Say sentences such as those given below. Each time, the children should respond in unison by saying, "Yes, we (clap) with our (hands)" or "No, we do not (nod) with our (toes)." Then let a child give the correct response, such as "We nod with our heads."

1. We clap with our hands.
2. We nod with our toes.
3. We smell with our ears.

4. We walk with our legs.
5. We wiggle our teeth.
6. We listen with our knees.
7. We talk with our mouths.
8. We blink our elbows.
9. We wave with our hands.
10. We scratch with our fingers.

VARIATION: To make the activity *harder*, have the children make up their own statements to be corrected by the class.

38

Materials

ACTIVITY 1

Cards
Foods
103 143 148 151
139

Fruits & Vegetables
Carrot
Corn
Potato
Tomato

ACTIVITY 2

P. Mooney Bag

Fruits & Vegetables
Carrot
Corn
Onion
Potato
Tomato

1. Focus: matching *vegetables* with their pictures, and then naming the vegetables

Give each child either one vegetable or one card. Be sure the sets match. Take a card or vegetable yourself, if necessary. Set aside whatever spares are left. Say:

Some of you are holding vegetable cards, and some of you are holding vegetables. Try to find someone else who is holding the kind of vegetable you have. Then come and sit in front of me with your partners.

When the groups are assembled, point to one of them and say:

Tell me in a sentence what vegetable you are holding.

The group should name the vegetable in a sentence such as "We are holding (onions)" or "We have (onions)." Continue with the other groups. If there are children who did not have a chance to participate, redistribute the cards and vegetables, and repeat the procedure.

VARIATION: To make the activity *harder*, ask questions like these:

1. Which vegetables grow under the ground?
2. Which vegetables must we peel before we eat them?
3. Which vegetables give us juice?
4. How do you like to eat each of these vegetables?

2. Focus: naming *vegetables* from memory

Put the five plastic vegetables into the bag.

Wear the bag and say:

Let's play a remembering game. First, I will hold up two vegetables and you will look at them carefully. Whisper the

names of the vegetables to yourself to help you remember them. Then I will put them back into the bag and ask one of you which vegetables you saw. Answer in sentences.

Each child you call on should respond in a sentence such as "I saw a (potato) *and* a (carrot)" or "You had (corn) *and* an (onion)." Continue until everyone has had at least one turn.

VARIATION: To make the activity *harder*, hold up three vegetables at a time.

39



Materials

ACTIVITY 1

Display Board
4 ledges

Poster 1

ACTIVITY 2

Cards
Music
328

Display Board
4 ledges

Poster 1

Sound Book 2
Page 2, bands 1 & 2

Teacher provides
Record player

1. Focus: comparing animal sizes on the poster "Farm in Spring"

Use the ledges to display the poster on the board.

Point to the poster and say:

Let's look for large and small animals on this farm. I will ask one of you to find a certain kind of animal. Then that person will come up, point to the animal on the poster, and tell us about it. Let's begin. Find an animal that is larger than the spider, (Larry). (Pause) Yes! Repeat after me: The (goat) is larger than the spider. (Pause) Find another animal larger than the spider, (Debbie).

Continue with the commands given below. Since there are many correct responses, several children may participate each time. Let children who are able say the sentence without prompting.

Find an animal that is . . .

1. **larger** than a dog.
2. **smaller** than a duck.
3. **smaller** than a cow.
4. **larger** than a bird.
5. **smaller** than a horse.

Conclude with these directions:

6. Find the **largest** animal on the poster.
7. Find the **smallest** animal on the poster.

2. Focus: singing the song "If and Then Go Together" about tall and small animals

Stand beside the record player and the poster, with the children standing before you. Say:

We have been talking about large and small animals. Let's sing again the song about an ant and a giraffe. When the song tells you about an ant, use your fingers to show how small an ant is. When the song tells you about the giraffe, show me how tall a giraffe might be.

Play band 1. If necessary, demonstrate the size of an ant by holding your thumb and forefinger close together. Demonstrate the size of a giraffe by standing on tiptoes and reaching up with both arms. Repeat the recording, encouraging the children to sing along. Then continue:

Now that you know the song, let's make up a verse about one of the small animals shown on the poster. Which small animal do you choose?

When the choice is made, play band 2 (instrumental version) and lead the children in singing the new verse. Repeat the procedure with a tall animal. Continue with other animals as time and interest suggest.



Materials

ACTIVITY 1

Cards
Stories
369-385 (optional)

Sound Book 1
Page 3

Teacher provides
Record player

ACTIVITY 2

Cards
Music
326

Puppets
Zoey
All 3 hats

Sound Book 2
Page 1, band 4

Teacher provides
Record player

1. **Focus: listening to the story "P. Mooney and Zoey," and then answering questions about it**

Say:

Let's listen again to the story of how P. Mooney and Zoey became friends. This time we will not look at the pictures. Please listen very carefully, because later we will talk about what happens in the story.

Play the story. Lead the discussion with questions like these:

1. What was P. Mooney doing the day he met Zoey?
2. What happened to P. Mooney in the story?
3. How did Zoey help P. Mooney?
4. What might have happened if Zoey had not come along to help P. Mooney?
5. What kind of person do you think Zoey is?
6. Do you like the story about Zoey? Why? Why not?

OPTIONAL: If necessary, use the story cards as cues.

2. **Focus: singing and acting out the song "Zoey"**

Stand beside the record player, with the children standing before you. Place Zoey (wearing her discovery hat) on your hand. She says:

Let's sing the song about my hats. Please do the actions for each hat you see me wearing. Let's begin with my discovery hat.

Play the song and switch Zoey's hats as indicated in each verse. If necessary, rehearse the actions:

discovery hat — shade eyes with one hand and look around
thinking hat — put chin in palm of hand and pretend to think
action hat — run in place

Let the children take turns switching Zoey's hats as the song is repeated.

Keep in Mind...

After each lesson in the program, individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn should be tutored. Aides could help you with this task.

41



Materials

ACTIVITY 1

Display Board

Manikin, Disassembled

Body parts

Curly hair

Facial features

ACTIVITY 2

Cards

Music

329

Sound Book 2

Page 2, band 3

Teacher provides
Record player

1. Focus: evaluating what is wrong with the manikin, and reassembling it correctly

Ask two children to assemble the manikin on the board. Then say:

(Mark) and (Francesca) did a good job of putting the manikin together. Now let's play a game with it. While you cover your eyes, I will change some of the manikin's parts around. Then all of you are to tell me in a sentence what I changed.

When the children's eyes are covered, switch the manikin's hands and feet. After the class identifies the changed parts, ask a child to return them to the right positions. Repeat the procedure with these body part changes:

1. take off head
2. turn trunk upside down
3. remove one arm
4. switch arms and legs
5. exchange mouth and nose
6. exchange feet and hands
7. attach arms to the head
8. take off one arm
9. put ears on knees
10. turn over ears
11. place neck between one shoulder and arm

2. Focus: singing and acting out "The Not Song"

Stand beside the record player, with the children standing before you. Say:

Let's sing a new song about body parts. Please watch as I go through the song for you the first time. I will point to the body parts as they are mentioned. Then we will do the song together.

Play the song and sing these verses with gestures:

1. **This is my head. This is my head.** (Point to head)
This is not my head. This is not my head. (Point to foot)
This is my head. This is my head, (Point to head)
And this is a part of me. (Point to head)
2. **This is my foot. This is my foot.** (Point to foot)
This is not my foot. This is not my foot. (Point to head)
This is my foot. This is my foot, (Point to foot)
And this is a part of me. (Point to foot)

Invite the children to join you in repeating the song. Continue as time permits.



Materials

ACTIVITY 1

Cards
Toys
247-266

Teacher provides
Cardboard box large
enough to hold the toy
cards

ACTIVITY 2

Cards
Toys
(same as for Activity 1)
Music
329

Sound Book 2
Page 2, band 4

Teacher provides
Record player

1. Focus: naming and describing toys

Put the 20 toy cards into the box.

Place the box on your lap and say:

There are different toys in our toy box today. Think about what toy you would like to find in it. When I call on you, shake the box and pick a toy card. Then you are to tell us at least two things about the toy you picked.

Help as necessary. Continue until all the cards have been used.

2. Focus: singing "The Not Song" while naming toys

Stand beside the record player, with the children standing before you. Give card 258 to one child and 254 to another. Have these two children stand facing the group and holding up the cards. Play band 4 (instrumental version) and sing the verses given below, pointing to the card when a toy is mentioned.

1. **This is my top. This is my top.** (Point to top)
This is not my top. This is not my top. (Point to swing)
This is my top. This is my top, (Point to top)
And this is a toy for me. (Point to top)
2. **This is my swing. This is my swing.** (Point to swing)
This is not my swing. This is not my swing. (Point to top)
This is my swing. This is my swing, (Point to swing)
And this is a toy for me. (Point to swing)

Invite the group to join you in repeating the song. Continue as time permits with other pairs of children and toy cards.



Materials

ACTIVITY 1

Cards

Toys

228 237 243 258
229 238 248 260
236 240 251 266

Display Board
6 ledges

ACTIVITY 2

P. Mooney Stick

Sound Book 3

Page 8, bands 1-7

Page 9, bands 1-5

Teacher provides
Record player

1. Focus: listening to "Sounds of Toys," and then identifying each one

Display the 12 toy cards on the board.

Begin by reviewing the names of the toys. Then point to the cards on display and say:

Please listen to some new sound effects and try to tell which of these toys might make each sound we hear.

Play the sound effects, one band at a time. After the children have identified the sound in unison, one child may then point to the corresponding picture and name it in a sentence such as "We heard the (train set)" or "That was the (guitar)." Continue with all twelve sounds. Then turn over the cards so that the pictures are hidden. Play the sound effects in random order and have the children identify them without seeing the pictures. When a sound is correctly identified, turn over the corresponding card for verification. If necessary, use the pictures as cues.

2. Focus: describing actions of children while stressing the past tense in a P. Mooney-stick game

Ask the children to stand before you. Hold the stick and say:

We are going to use P. Mooney's stick to play a game we have played before. First, let's practice the rhyme we will say. It goes like this:

**(William), be nimble; (William), be quick;
(William), step over P. Mooney's stick!**

Repeat the rhyme with the children until most of them know the words. Then explain:

Now we are ready to play the game. I will put the P. Mooney stick on the floor. (Do this) While everyone says the rhyme, you will take turns stepping over the stick. You may go first, (William).

Use each child's name in the rhyme as she or he steps over the stick. Then stress the past tense as you lead the class in saying, "(Sheila) stepped over the P. Mooney stick." After everyone has had a turn, repeat the procedure, having the children jump over the stick as the group says:

**(Rodney), be nimble; (Rodney), be quick;
(Rodney), jump over P. Mooney's stick!**

Continue until everyone has had a turn.



Materials

ACTIVITY 1

Cards

People

202 211 215 220
204 214 219 221
205

Display Board

4 ledges

ACTIVITY 2

Cards

Music

330

Puppets

P. Mooney

Sound Book 2

Page 2, bands 5 & 6

Teacher provides

Record player

1. Focus: sequencing people from *youngest* to *oldest*, and then talking about them

Display the nine people cards in random order on the board.

Ask the children to sit before you. Point to the cards, and ask:

Which of these people do you think is the youngest?

As necessary, give clues until the baby is identified. Have a child place this card at the far left on the top ledge. Then ask:

Which person is the oldest?

Give clues until either the older man or the older woman is named. Have that card placed at the far right on the bottom ledge. Continue in this way until all the cards have been sequenced by age in left-to-right order as seen by the group. Encourage the children to talk about their choices. Continue discussion of the cards with questions like these:

1. What is the (older man) doing?
2. What might be the (girl's) first name?
3. Who do you think is having the most fun? Why do you think so?
4. Whom would you choose for a friend? Why?
5. Do any of these people remind you of someone you know? Who?
6. Some of these people look as though they are about to say something; what do you think they might say?

2. Focus: singing the song "Hi Ho, Pal" while telling first and last names

Stand beside the record player, with the children standing before you. Put P. Mooney on your hand and have him say:

When we meet people, we need to learn their names. My name is P. Mooney. Please listen to a new song about learning names. Then we will sing it together.

Play band 5 once. Then P. Mooney continues:

Now let's sing together. When I point to you, tell me your first and last names.

Play band 6. After the words "learning names," the puppet says, "My name's P. Mooney. What's yours?" and then points to four children in turn. Each should reply, "My name's (Joanie Robb). What's yours?" Repeat the song until everyone has had a turn.



Materials

ACTIVITY 1

Cards
People
200 207 210 216
201 208 212 217
203 209 213 218
206

Display Board
6 ledges

ACTIVITY 2

Cards
People
(same as for Activity 1)

Display Board
6 ledges

1. Focus: naming and talking about workers

Display the 13 people cards on the board.

Point to the pictures on display, and have the workers named and discussed in turn. Then say:

These people all work. If you could be any one of them or some other kind of worker, who would you be, (Vernon)?
(Pause) **Why?**

Continue with other children. Expand their understanding of work by suggesting and discussing occupations such as homemaker, reporter, judge, cook, and truck driver. Accept all responses.

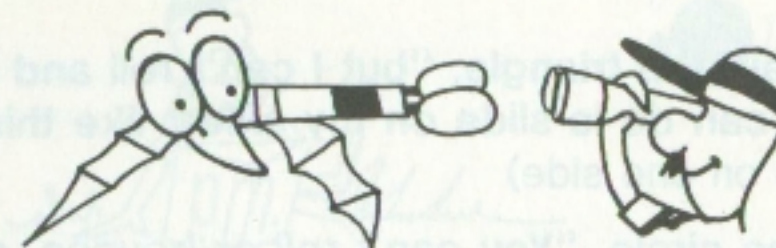
2. Focus: identifying workers from pantomimed actions

Keep the 13 people cards from Activity 1 on display.

Point to the board and say:

Let's take turns pretending to do what these people are doing. During your turn, the rest of us will guess what you are doing and who you are pretending to be.

Call on individuals to stand before the group and perform. Provide help as necessary. Encourage the others to use sentences when they describe the actions and name the workers. Continue until everyone has had a turn at acting.



Materials

ACTIVITY 1

Display Board

Magnetic Shapes

Large black circle
Large black triangle
1 medium circle per child
1 medium triangle per child

ACTIVITY 2

Cards
Music
330

Magnetic Shapes

Circles for half the class
& self
Triangles for half the class

Sound Book 2
Page 2, band 7

Teacher provides
Record player

1. Focus: listening to a story about shapes, and then building magnetic shape constructions

Set up the board. Place the large black triangle near one edge and the large black circle in the center. Have the other circles and triangles handy.

Say:

Today I will tell you a story about two shapes. Please listen and watch.

Moving the shapes as indicated, read this story aloud:

Once there was a circle. It was round and fat and had no corners. (Trace circle with finger) This circle was happy. It loved to play and could roll around and around like a bicycle wheel. (Make circle go around and around) It could also bounce like a ball. (Make circle hop across board) One day the circle was having such a good time rolling and bouncing that it forgot to look where it was going. All at once, it bumped into something. (Have circle bump into triangle)

"Oh, excuse me," said the circle. "I didn't see you. My name is Circle. Who are you?"

"I am called Triangle," said the other shape, who had three straight sides (trace sides with finger) and three corners. (Point to corners in turn)

"Would you like to play?" asked the circle. "I am tired of rolling and bouncing by myself. I would like to roll and bounce with you."

"I wish I could," said the triangle, "but I can't roll and I can't bounce. All I can do is slide on my sides, like this."
(Make triangle slide on one side)

"Oh, dear," said the circle. "You can't roll or bounce, and I can't slide. But can we work together?"

The triangle thought for a moment. "You know," he said, "if we did things together, we could have fun."

"That's it!" exclaimed the circle. "If you hop on top of me, we can pretend that we are a clown's head." (Demonstrate, like this: )

The triangle said, "If I stand on one of my corners and you jump on top of me, we can pretend that we are an ice-cream cone!" (Demonstrate, like this: )

The circle and the triangle had never had so much fun or laughed so hard. So the two shapes played together and pretended to be many things. What do you think they might have pretended to be?

Give each child a circle and a triangle. If there are more than 14 children, have them work in pairs. The children may then arrange the shapes as they like before telling the group in sentences what they have built. As necessary, give help. Items might include:  moon coming over mountain,  baby wearing bib,  tadpole.

2. Focus: singing the song "Hi Ho, Pal" while naming shapes

Stand beside the record player, with the children standing before you. Give each child a shape and keep one circle for yourself. Say:

Let's sing "Hi Ho, Pal" about the shapes we are holding.

When it is your turn, tell us the name of your shape. I will go first.

Play band 7. After the words "learning names," say, "My name's Circle. What's yours?" and point to a child. Continue with others and repeat the recording until everyone has had a turn.

47



Materials

ACTIVITY 1

Cards
Foods
94-114

Teacher provides
Large brown paper bag

ACTIVITY 2

Cards
Foods
(same as for Activity 1)

Display Board
2 ledges

1. Focus: naming and describing foods

Put all 21 food cards into the paper bag and put it on the floor in front of you.

Ask the children to sit before you. Point to the bag and say:

This paper bag is full of food cards. Let's pretend it contains real foods. Now let's each choose a card to name and describe.

Call on everyone in turn. If a child experiences difficulty, ask:

What food do you have, (Sarah)? (Pause) Yes, your food is a (doughnut). Tell us something about it.

The child should respond in a sentence such as "A doughnut has a hole in it." Continue until everyone has had a turn and all the cards are described. Help when necessary by asking questions about the color, taste, smell, texture, or temperature of the foods.

2. Focus: naming foods from memory

Hold the 21 food cards on your lap and say:

We are going to use our food cards to play a shopping game. Let's pretend that we went shopping and bought these three foods.

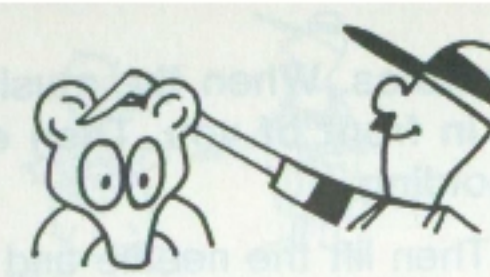
Place food cards 94, 95, and 96 on the board. Point to each card for the children to name as you all say, "We went shopping and we bought bacon, green beans, and red beans." Continue:

Now I will turn over the cards so that you cannot see the pictures. (Do so) What did we buy when we went shopping?

Have individuals answer with the above sentence model. Using new cards each time, repeat the procedure as time and interest suggest.

VARIATIONS: To make the activity *harder*, use more than three food cards. To make it *easier*, use only one or two cards.

48



Materials

ACTIVITY 1

Color Chips
30 green
30 red
30 yellow

Fruits & Vegetables
3 apples
3 bananas
Corn
Lemon
3 pears
Pineapple
3 strawberries
Tomato

P. Mooney Bag

ACTIVITY 2

Cards
Music
336

Fruits & Vegetables
1 per child

Sound Book 2
Page 6, band 2

Teacher provides
Record player

1. **Focus: matching color chips with fruits and vegetables, and then describing the fruits and vegetables**

Put the chips into the bag.

Ask the children to sit in a circle. Place the 16 fruits and vegetables in the center. Wearing the bag, stand inside the circle and say:

Let's play a game with these fruits and vegetables. Come and take a chip from the bag, (Jimmy John). What color did you choose? (Pause) Yes, your chip is (yellow). Please find a (yellow) fruit or vegetable.

When a match is made, help the child use the color to describe the fruit or vegetable in a sentence such as "This banana is yellow" or "The corn has yellow kernels." Continue with other children. Leave all the fruits and vegetables in the center, but encourage the children to vary their choices. Check to be sure the children can distinguish between red, green, and yellow. If time and interest permit, each child may draw a second chip and have another turn.

VARIATION: To make the activity *harder*, have each child match two different chips to a fruit or vegetable that has both colors.

2. **Focus: naming fruits and vegetables in a stop-go listening game using the music "Round Dance"**

Let each child choose a fruit or vegetable. Have the children stand in a circle as you say:

Let's play a game. Put your fruit or vegetable on the floor in front of you. While the music plays, join hands and move in a

circle around the fruits and vegetables. When the music ends, stop and pick up the item in front of you. Then each of you will name what you are holding.

Play the music as the children move. Then lift the needle and say, "Stop!" The children are to lift up and name their fruits and vegetables in rapid succession before putting them back on the floor. Continue as time and interest suggest.

49



Materials

ACTIVITY 1

Cards	Toys
228	240
229	241
230	242
232	247
237	250
251	262
252	263
257	264
258	265
259	266

ACTIVITY 2

Display Board	None
6 ledges	

1. Focus: talking about toys

Display 15 of the toy cards and keep the other five handy.

Say:

Let's pretend the board is a toy shop with many different toys for sale. Look at them carefully, because we are going to talk about each one.

Lead discussion of each toy with questions like these:

1. What is this toy called?
2. Where could you play with a (ball)?
3. What body parts do you use when you play with a (ball)?
4. How does a (ball) move?
5. Name some of the ways you might play with this (ball).

Continue with the remaining cards, replacing those already discussed. Encourage imaginative responses.

2. Focus: following directions in pantomiming uses of toys

Ask the children to stand before you. Say:

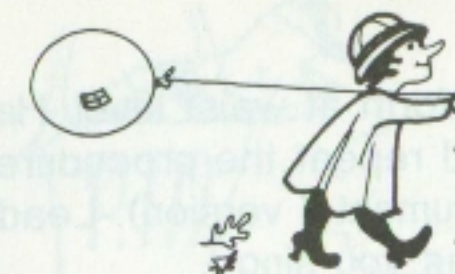
Let's play a game. I will give a direction to all or some of you. Listen very carefully. Pretend to blow up a balloon, (Mei-Ling, Rocco, and Joyce). (Pause) Yes, you followed my directions.

Repeat this procedure with the actions listed below. Call on one to four children at a time, or everyone. Be sure to give the direction before saying the name(s).

1. Pretend to bounce a ball, (Emilio, Yvette, and Adam).
2. Pretend to crawl through a tunnel, (Malita, Stewart, and Ruth).

3. Pretend to roller skate, (everyone).
4. Pretend to play a guitar, (Cameron and Rebecca).
5. Pretend to blow a whistle, (everyone).
6. Pretend to be a doctor or nurse, (Brady, Lydia, and Steve).
7. Pretend to use a rake, hoe, or shovel, (everyone).
8. Pretend to jump rope, (Carlotta, Alvin, Bethany, and Charles).
9. Pretend to use a shovel and pail, (Margaret and Philip).
10. Pretend to sit on the teeter-totter, (Coretta and Donald).
11. Pretend to use a wagon, (everyone).
12. Pretend to play with a top, (Linda).
13. Pretend to climb a jungle gym, (Scott, Judy, Patrick, and Megan).
14. Pretend to ride a tricycle, (Juan and Louise).
15. Pretend to use a dump truck, (Darcey).
16. Pretend to play in the sandbox, (Miranda, Bud, and Jane).

50



Materials

ACTIVITY 1

Cards
Household Items
153-176
Display Board
6 ledges
P. Mooney Bag

ACTIVITY 2

Cards
Household Items
155* 163* 170* 172*
156* 168*
Music
330

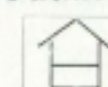
Display Board
1 ledge

Sound Book 2
Page 2, band 7

Teacher provides
Record player

*NOTE: These cards were also used in Activity 1; this explanation will no longer be provided.

1. Focus: naming and describing *household items*

Set up the board and use five ledges to outline a simple house. Place one ledge in the center, like this:  Put the 24 cards into the bag.

Wear the bag and say:

Let's look at some pictures of things often found in a house. When I call on you, take a card from the bag and put it on this ledge. (Point to ledge inside "house") Then you may tell us all about the card you picked.

The child should name and describe the item. Help as necessary and conclude the discussion by saying, "Now we have a (lamp) for the house." Lay the card aside and continue with other children until all cards have been used.

2. Focus: singing the song "Hi Ho, Pal" while pantomiming the use of *household items*

Stand beside the record player and board, with the children standing before you. Hold the six household cards and say:

Let's pretend to use some of the things we could find in a house. (Display card 168 on board) How do we use an iron, (Matthew)? (Pause) Yes! We use it to iron clothes, like this.

Demonstrate by moving a fist back and forth at waist level. Have the class join you. Remove the card and repeat the procedure with the other cards. Then play band 7 (instrumental version). Lead the children in pantomiming ironing clothes as you sing:

Hi ho, pal;
Hi ho, chum.
I'm your friend;
Let's have some fun
Ironing clothes.

Continue by replaying band 7 and singing more verses with actions: brushing hair, cutting meat, mopping floors, sweeping floors, and drinking tea.

51



Materials

ACTIVITY 1

Display Board
4 ledges

Poster 3

ACTIVITY 2

Display Board
4 ledges

Cards

Toys

228	236	249	258
229	237	250	259
230	240	251	260
231	241	253	262
232	242	254	263
233	243	256	265
234	246		

P. Mooney Bag

Poster 3

1. Focus: talking about the poster "Department Store"

Use the ledges to display the poster on the board.

Point to the poster as you ask:

What is this place called? (Pause) **Yes, it is a department store. P. Mooney is somewhere inside. See if you can find him.** (Pause) **Where did you find P. Mooney?**

Discuss the contents of the poster with the children. Make sure every child has a chance to participate. Then continue with questions like these:

1. Have you ever been to a store like this one?
2. How was the store you visited different?
3. How was the store the same?
4. How many floors does this store have?
5. Would you like to work in a store like this? Why? Why not?
6. Where would you like to work in this store?

Continue until all children have participated.

2. Focus: matching and comparing toy cards with toys in the poster "Department Store," and naming the toys

Put the 30 toy cards into the bag.

Wear the bag and say:

Today P. Mooney's bag contains pictures of toys. Let's see if this department store sells the same kinds of toys. Look

carefully, because some toys may not be exactly the same. Pick a card from the bag, (Tamika), and tell us what it is in a sentence. Then find the same toy on the poster.

After naming the toy card in a sentence, each child should find a similar toy on the poster and identify it in another sentence such as "Here is another balloon."

VARIATION: To make the activity *harder*, have the children talk about how the toys on the card and the poster are alike and how they are different.



Materials

ACTIVITY 1

None

ACTIVITY 2

Cards
Music
329

Sound Book 2
Page 2, bands 3 & 4

Teacher provides
Record player

1. Focus: evaluating and correcting statements about movements of body parts

Say:

I am going to say something silly. Listen carefully and tell me what is wrong with this sentence: We see with our nose. (Pause) You are right. We don't see with our nose — we see with our eyes. What do we do with our nose? (Encourage individual responses) Yes! We (smell, blow) with our nose.

Help the children respond as above to statements like these:

1. We wave with our feet.
2. We scratch with our head.
3. We smile with our ears.
4. We tiptoe with our hands.
5. We think with our teeth.
6. We wave with our nose.
7. We chew with our eyes.
8. We whistle with our arms.

2. Focus: singing and acting out "The Not Song" to name body parts

Stand beside the record player, with the children standing before you. Hold the music card and ask:

Do you remember the song about parts of our bodies?
(Pause) Let's sing it again and act out the words together.

Play band 3 several times and lead the children in singing and doing the actions indicated on the card. Continue by playing band 4 (instrumental version) and singing more verses like these:

This is my hand, etc. (Point to hand)
This is not my hand, etc. (Point to leg)

This is my arm, etc. (Point to arm)
This is not my arm, etc. (Point to head)

This is my leg, etc. (Point to leg)
This is not my leg, etc. (Point to eye)

This is my elbow, etc. (Point to elbow)
This is not my elbow, etc. (Point to knee)

This is my thumb, etc. (Point to thumb)
This is not my thumb, etc. (Point to elbow)

This is my ankle, etc. (Point to ankle)
This is not my ankle, etc. (Point to neck)

53



Materials

ACTIVITY 1

Cards
Foods
 115-136

Teacher provides
 Large brown paper bag

ACTIVITY 2

Cards
Foods
 (same as for Activity 1)

Display Board
 2 ledges

1. Focus: naming and describing *foods*

Put the 22 food cards into the paper bag and put it on the floor in front of you.

Point to the bag and say:

Our shopping bag is full of food cards. Let's pretend that it contains real foods again. I wonder what kinds of foods we will find today. Let's each choose a card to name and describe.

Pass the bag to each of the children. If a child has difficulty, ask:

What food do you have, (Howard)? (Pause) Yes, your food is (milk). Tell us something about it.

The child should respond in a sentence such as "Cows give us milk." Continue until everyone has had a turn. Help when necessary by asking questions about the color, taste, smell, texture, or temperature of the foods.

2. Focus: naming *foods* from memory

Place the 22 food cards on your lap and say:

We are going to use our food cards to play a shopping game. Let's pretend that we went shopping and bought these foods.

Place food cards 115, 116, and 117 on the board. Point to each card for the children to name as you all say, "We went shopping and we bought jam, jello, and orange juice." Continue:

Now I will turn over the cards so that you cannot see the pictures. (Do so) What did we buy when we went shopping?

Have individuals answer with the above sentence model. Using new cards each time, repeat the procedure as time and interest suggest.

VARIATIONS: To make the activity *easier*, use only one or two cards at a time. To make it *harder*, use more than three cards.

54



Materials

ACTIVITY 1

Cards				
Foods				
103	113	130	133	
109	118	131	134	
110	129	132	137	

Display Board
6 ledges

Teacher provides
3 chairs
1 table

ACTIVITY 2

Fruits & Vegetables
Potato

1. Focus: pretending to be in a restaurant, and naming foods

Display the 12 food cards on the board. Group three chairs around a table near the board.

Say:

Let's pretend that we are choosing foods in a restaurant. These cards are the menu. (Point) A menu tells us what foods the restaurant serves. A restaurant has cooks to prepare the food, waiters to serve it, and customers to eat it. You may be the cook, (Kimberly). Come and stand by the food. (Pause) You may be the waiter, (Martin). Stand over here by the table. (Pause) You may be the customers, (Shirley, Brendan, and Elena). Customers are people who come to eat at the restaurant. Customers, please sit here at the table. (Pause) Now, each customer may look at the menu and name three foods.

Encourage the children to act their parts imaginatively as the "cook" hands the selected cards to the "waiter," who then gives them to the "customers." Have the cards put back on the board, and repeat the game with a new cast. Continue until every child has participated.

2. Focus: counting in a chanting game

Stand in a circle with the children. Hold up the plastic potato and ask:

What am I holding? (Encourage unison response) You are right. This is a potato. Today we are going to learn a chant about potatoes. Please listen while I say it.

Present this rhyme:

One potato, two potatoes,
Three potatoes, four;
Five potatoes, six potatoes,
Seven potatoes, more.

Repeat the rhyme several times, encouraging the children to join you as they learn the words. Then say:

Now let's play a game. We will pass the potato from person to person while we say the chant. Whoever is holding the potato when we say "more" should sit down. Let's begin.

Continue until all of the children but one are seated. Then have the group clap for the last child standing. Repeat as time permits.

55



Materials

ACTIVITY 1

Cards
Stories
399-418

Sound Book 1
Page 5

Teacher provides
Record player

ACTIVITY 2

Cards
Stories
404-415*

P. Mooney Bag

Puppets
P. Mooney
Zoey
Action hat

Teacher provides
1 chair

1. Focus: listening to the story "P. Mooney, Ophelia, and the Where-Bear," and answering questions about it

Hold the 20 story cards on your lap and say:

Today we are going to hear a new story about a little girl named Ophelia. Ophelia has a problem that P. Mooney and the Where-Bear help her solve. Please listen carefully, so you will remember what happens.

Play the story. During the narration, show the story cards in turn as you scan the printed copy on the back of each picture. After showing each card, lay it facedown in a pile on your lap. When the story ends, lead the discussion with these questions:

1. What was Ophelia's problem?
2. How did P. Mooney help Ophelia?
3. What is unusual about the Where-Bear?
4. Have you ever needed a Where-Bear to help you find your way home? When?

2. Focus: following directions that stress *positional words*

Put the bag on a chair at the front of the room. Have P. Mooney and Zoey (wearing her action hat) available.

Two children should each hold a puppet and stand beside the chair. Ask the rest of the children to sit facing it. Hold the 12 story cards and say:

P. Mooney and Zoey are going to play a game with us today. We will use the words that the Where-Bear knows. First, I will show either P. Mooney or Zoey a story card. Then I will ask that puppet to move in the direction shown on the card.

Use the instructions given below. As each puppet is made to perform successfully, have the class applaud. Continue with other children until everyone has had a turn operating a puppet.

1. Fly *up*, Zoey. (Show 404)
2. Fly *down*, P. Mooney. (Show 405)
3. Go *over* the chair, Zoey. (Show 406)
4. Go *under* the chair, P. Mooney. (Show 407)
5. Stand *beside* the chair, Zoey. (Show 408)
6. Go *between* the chair legs, P. Mooney. (Show 409)
7. Go *behind* the chair, Zoey. (Show 410)
8. Walk *in front of* the chair, P. Mooney. (Show 411)
9. Go *around* the chair, Zoey. (Show 412)
10. Go *through* the chair legs, P. Mooney. (Show 413)
11. Go *into* the bag, Zoey. (Show 414)
12. Sit *on* the chair, P. Mooney. (Show 415)
13. Hold *up* (Andre's) hand, Zoey. (Show 404)
14. Put your head *down*, P. Mooney. (Show 405)
15. Peek *over* the picture card, Zoey. (Show 406)
16. Put Zoey's action hat *under* the chair, P. Mooney. (Show 407)
17. Stand *beside* P. Mooney, Zoey. (Show 408)
18. Stand *between* (Stephanie) and (Clint), P. Mooney. (Show 409)
19. Hide *behind* someone, Zoey. (Show 410)
20. Dance *in front of* the children, P. Mooney. (Show 411)
21. Put your arms *around* P. Mooney, Zoey. (Show 412)
22. Go *through* the P. Mooney bag strap, Zoey. (Show 413)
23. Peek *into* a pocket, P. Mooney. (Show 414)
24. Hop *on* the floor, Zoey. (Show 415)



Materials

ACTIVITY 1

Cards
Stories
399-418

ACTIVITY 2

Puppets
P. Mooney

1. Focus: retelling the story "P. Mooney, Ophelia, and the Where-Bear"

Say:

P. Mooney has a friend who knows exactly *where* to go. Which friend am I talking about? (Pause) Yes, when Ophelia was lost, the Where-Bear helped her get where she wanted to be. Now let's look at the story cards again while we take turns telling what happened. Use sentences.

Show the pictures in order and call on children to retell the story. If necessary, ask questions to help them remember important details. Stress the positional words. Then show story cards 404 through 415 again, this time in random order. As you show each card, ask questions like "Where is the Where-Bear in this picture? Is he (*in* the box or *under* the box)?" Encourage the children to use sentences as they describe the Where-Bear's positions.

2. Focus: following directions using *positional words* in the game P. Mooney Says

Stand with the children and put P. Mooney on your hand. He says:

Let's play P. Mooney Says. If you do not hear the words "P. Mooney says" before a command, then don't do anything!

The puppet should omit the phrase about half the time. Suggested instructions:

P. Mooney says . . .

1. Sit *down* on the floor.
2. Hold your hands *over* your head.
3. Stand *up*.
4. Hold your fingers *under* your chin.
5. Put your finger *in* your hair.
6. Put your hand *on* your head.

7. Stand *beside* another person.
8. Stand *between* me and the door.
9. Turn *around*.
10. Put your hands *behind* your back.
11. Run your fingers *through* your hair.
12. Put your little finger *in front of* your nose.
13. Bend *down* and touch the floor.
14. Reach *up* toward the sky.
15. Cross one leg *over* the other one.
16. Put one hand *under* the other one.
17. Walk *around* me in a circle.
18. Put your head *on* your folded arms.
19. Link your arms *through* each other.
20. Sit *in front of* me.

VARIATION: To make the activity *easier*, demonstrate commands which were not understood, and then have the children repeat the action.

57



Materials

ACTIVITY 1

Cards
Household Items
177-199
Display Board
6 ledges
P. Mooney Bag

ACTIVITY 2

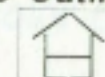
Cards
Household Items
179* 184* 192* 197*
180* 190* 194*
Music
330

Display Board
1 ledge

Sound Book 2
Page 2, band 7

Teacher provides
Record player

1. Focus: naming and describing *household items*

Set up the board and use five ledges to outline a simple house.
Place one ledge in the center, like this: 

Put the cards into the bag. Wear the bag and say:

Let's look at some new pictures of things often found in a house. When I call on you, take a card from the bag and put it on this ledge. (Point) Then you are to name and describe the picture you picked.

Help the child you call on as necessary and conclude the discussion by saying, "Now we have a (record player) for the house." Lay the card aside and continue with other children until all cards have been used.

2. Focus: singing the song "Hi Ho, Pal" while pantomiming the use of *household items*

Stand beside the record player and board, with the children standing before you. Hold the seven household cards and say:

Let's pretend to use some of the things we could find in a house. (Display card 184 on the board) How do we use soap, (Rhonda)? (Pause) Yes! We use it to wash our hands, like this.

Demonstrate by pretending to rub soap lather on both hands. Have the class join you. Remove the card and repeat the procedure with the other cards. Then play band 7 (instrumental version). Refer to the music card as you sing with the children about "washing hands," and lead them in pantomiming the action. Continue with one of these actions per verse:

1. stirring sauce — pretend to hold saucepan in one hand and stir with the other

2. cutting cloth — open and clench fist as you move hand forward
3. phoning friends — pretend to punch buttons and talk into the mouthpiece
4. blowing nose — pretend to pull tissue from box and blow your nose
5. fixing things — pretend to hammer a nail, use a screwdriver, measure with a tape, or pinch and twist with pliers
6. cleaning rugs — pretend to move vacuum cleaner back and forth over rugs

58



Materials

ACTIVITY 1

Color Chips
30 black
30 blue
30 yellow
Container

P. Mooney Bag

ACTIVITY 2

Color Chips
30 black
30 blue
30 yellow

1. **Focus:** naming the color of and counting color chips in bracelets, and then finding and naming objects of the same color

Make each child a bracelet with four color chips of the same color. Put the bracelets into the bag.

Wearing the bag, sit with the children in a circle and say:

Please come and choose a bracelet from the P. Mooney bag, (Simon). What color is your bracelet? (Pause) Yes, it is (blue). Now tell us how many chips your bracelet has. (Pause) Yes, it is made out of four chips.

Have the child name four (blue) classroom objects. The child may then put on the bracelet. Continue with other children until everyone is wearing a bracelet.

2. **Focus:** singing in a game that stresses *blue, black, and yellow*

Have the children continue to wear their bracelets from Activity 1.

Ask the children to stand in a circle. Say:

Now let's play a game called Go In and Out the Windows. Everyone with blue bracelets, please line up inside the circle. Everyone else, join hands and raise them high to make windows. Blues, please move in and out the windows as I sing.

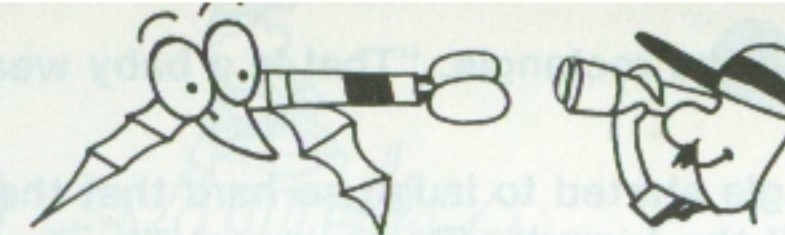
If necessary, demonstrate. Then sing or chant the verse given below to the tune or rhythm of "Go In and Out the Windows." Encourage the children to join you as soon as they are familiar with the words.

**Blues, go in and out the windows;
Blues, go in and out the windows;**

**Blues, go in and out the windows
As you have done before.**

Repeat the verse until the children wearing blue bracelets have gone through all the windows once or more. Continue with the remaining colors.

59



Materials

ACTIVITY 1

Display Board

Magnetic Shapes

All

Container

ACTIVITY 2

Display Board

Magnetic Shapes

All

Container

1. Focus: listening to a story about shapes, and then building magnetic shape constructions

Set up the board and place the large black triangle and the large black circle near its center. Near the board's left edge, place the large black square and the large black rectangle. Have at hand the container with all the remaining shapes.

Ask:

Do you remember the story about the circle and the triangle? What did they like to do when they played together? (Encourage individual responses) Yes, they pretended to be many things. I have a new story about shapes for you. Please watch and listen.

Read this story as you move the shapes on the board:

One bright day, the circle and the triangle were out playing together. All of a sudden, they heard someone coming. "I have an idea," said the circle. "I will jump on top of you. Then whoever is coming will have to guess what we are pretending to be." So the circle jumped on top of the triangle, and they both were very still. (Demonstrate, like this: ○△)

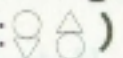
Along came two shapes who looked very much alike. (Move square and rectangle toward center of board) They each had four straight sides and four corners. One of the shapes was a square; all of the square's sides were the same length. (Point to square's sides) The other shape was a rectangle. Two of the rectangle's sides were longer than its other two sides. (Point to longer sides of rectangle, then to shorter sides) Suddenly they saw a strange sight: the circle on top of the triangle.

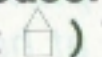
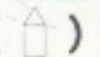
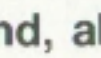
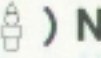
"Look!" said the square. "There is the sun sitting right on top of that mountain."

"Don't be silly," said the rectangle. "That is a baby wearing a bib."

The circle and triangle started to laugh so hard that the circle rolled right off the triangle. (Demonstrate) The square and the rectangle were very surprised. What they had thought was the sun on a mountain or a baby wearing a bib was really just two other shapes.

"What other things can you make yourselves look like?" asked the square and rectangle.

"Lots of things," said the triangle. The circle and triangle then made many things for the other two shapes to guess. (Let children suggest what these patterns represent: )

After that, the circle said, "I have an idea. Since we are all different, let's play together and pretend to be even more things." Everyone agreed. So the square and triangle made a house. (Have a child place the square and triangle like this: ) The rectangle and triangle pretended to be a rocket. () The circle and square pretended to be a lamp. () And, all together, the four shapes pretended to be a person. () Now let's think of more things our shapes could pretend to be.

Depending on class size, give each child two, three, or four shapes. Help the children use the shapes to make things on the floor before they tell the group what the shapes represent. Praise all efforts.

2. Focus: identifying shapes by color or shape

Have two children place the shapes on the board.

Say:

Now let's play a look-and-find game. I will tell you what to look for. The person who finds the shape I am talking about will take it off the board and hold it up. Let's try. Find a (circle), (Mary Beth). (Pause) Now tell us in a sentence what you found. (Pause) Yes, you found a (circle). Find a (green) shape, (Roy). (Pause) What did you find? (Pause) Yes, you found a (green) shape.

Continue with other children. Each direction should mention only shape or color, not both. Help as necessary. Continue until all shapes have been used. Conclude by having the children return them to the container.

VARIATION: To make the activity *harder*, give directions that mention both color and shape, such as "Find a red triangle."

60



Materials

ACTIVITY 1

Cards

Household Items

156 165 179 188
157 173 184 190
160 176 185 195
161

Color Chips

1 blue
1 green
1 red
1 yellow

Display Board

6 ledges

ACTIVITY 2

Color Chips

4 blue, 4 green, 4 red, or
4 yellow per child

1. Focus: naming and matching colors and household items

Display the 13 household cards on the board.

Hold the chips and say:

Let's play a look-and-find game. (Hold up blue chip) What color is this? (Pause) Yes, it is blue. I see something blue on the board. We use it to make our hair look nice. What is it, (Abe)? (Pause) Yes, it is a brush.

Continue with the statements given below. For each, pause to let the group name the color of the chip you hold up. Then have a child name the household item in a sentence.

1. I see something **red**. We use it to brush our teeth. What is it? (toothbrush)
2. I see something **blue**. We use it to wash clothes. What is it? (laundry soap)
3. I see something **yellow**. We wash our hands with it. What is it? (hand soap)
4. I see something **red**. I can talk on it to a friend. What is it? (telephone)
5. I see something **yellow**. We use it to scrub floors. What is it? (scrub brush)
6. I see something **green**. We use it with a mop. What is it? (pail)
7. I see something **blue**. We fix our hair with it. What is it? (comb)
8. I see something **yellow**. We cook our food on it. What is it? (stove)
9. I see something **red**. We use it when we cook. What is it? (saucepan)

10. I see something **green**. We use it when we sweep. What is it? (dustpan)
11. I see something **red**. We can hear a weather report or music on it. What is it? (radio)

2. Focus: linking color chips to make bracelets, and then following directions involving colors

Have each child make a bracelet out of either four green, four red, or four yellow color chips. Then say:

Let's use your bracelets to play a game. First, let's be sure you each know what color your bracelet is. If it is **blue**, hold it up. (Pause) If it is **green**, hold it up. (Pause) If your bracelet is **red**, show it to me. (Pause) If it is **yellow**, hold it up. (Pause) Very good. Put on your bracelet. When I name your color, please do what I say.

Occasionally include everyone and vary the colors as you give commands like those below. Help as necessary and check to see that the right children respond each time.

1. Blink your eyes, **reds**.
2. Scratch your heads, **greens**.
3. Clap your hands, **yellows**.
4. Stand up, **everyone**.
5. Rub your stomachs, **blues**.
6. Wiggle your fingers, **reds**.
7. Pat your knees, **blues**.
8. Shake your heads, **everyone**.
9. Blow kisses, **greens**.
10. Make funny faces, **yellows**.
11. Sit down, **blues**.
12. Turn around two times, **reds**.
13. Wave your arms, **everyone**.
14. Run in place, **yellows**.
15. Smack your lips, **greens**.
16. Make happy faces, **everyone**.

Keep in Mind...

After each lesson in the program, individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn should be tutored. Aides could help you with this task.

61



Materials

ACTIVITY 1

Display Board

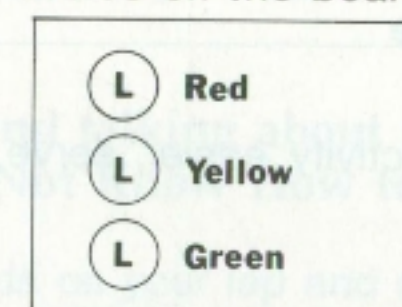
Magnetic Shapes
Large green circle
Large red circle
Large yellow circle

ACTIVITY 2

Magnetic Shapes
Large green circle
Large red circle

1. Focus: talking about traffic lights

Place the three large circles on the board, like this:



Point to the shapes on display as you say:

Let's pretend that the shapes are a traffic light. Where do we see traffic lights, (Eleanor)? (Pause) Yes, traffic lights are placed where busy streets cross each other.

Continue the discussion with questions like these:

1. What do traffic lights tell people?
2. How many colors do traffic lights have? Name the colors.
3. What does a red light mean? A yellow light? A green light?
4. What color should the light be when we walk across a street?
5. What could be used in place of traffic lights? (traffic officer, stop signs)
6. Why should everyone obey traffic lights?

Accept all appropriate responses.

VARIATION: To make the activity *harder*, have the children also talk about what would happen if there were no traffic lights.

2. Focus: following directions during the color game Red Light, Green Light

Ask the children to stand shoulder-to-shoulder in a line at the end of the room or playground. Choose a child to be the first leader.

That child is to stand facing the group, holding the red circle in one hand and the green circle in the other. Say:

We are going to play a game called Red Light, Green Light. (Felipe) will be our first leader. When (Felipe) holds up the "green light," take very small steps towards (him). Keep moving until (he) holds up the "red light." Then stop until you see the "green light" again.

When the players reach the leader, select a new one and have the rest of the group return to the starting point. Repeat the game, changing the kind of movements the children are to make. Continue as long as they enjoy the game. Suggested movements:

1. sliding steps
2. walking on tiptoe
3. walking with knees together
4. walking heel-to-toe
5. hopping

VARIATION: To make the activity *easier*, serve as leader yourself.

62



Materials

ACTIVITY 1

Cards
Stories (optional)
386-398

Display Board (optional)
6 ledges (optional)

Sound Book 1
Page 4

Teacher provides
Record player

ACTIVITY 2

Cards
Animals
23 27 32 35
25 29 34 36
26 31

Display Board
6 ledges

Sound Book 3
Page 2, band 6-8
Page 3, bands 1-7

Teacher provides
Record player

1. Focus: listening to and talking about the story "The Elephant That Did Not Know How to Listen"

Hold the 13 story cards on your lap and ask:

Do you remember the story about the elephant that did not know how to listen? (Pause) What is the elephant's name? (Pause) Yes, his name is Elbert. Let's listen to the story again. Then we will talk about what happens in it.

Play the story without showing the cards. Then lead the discussion with questions like these:

1. What happened as P. Mooney was driving his Rock Roller on the country road?
2. What was Elbert's problem?
3. Tell us what happened when P. Mooney and Elbert played their game.
4. How did P. Mooney help Elbert?
5. Why is it important to be a good listener?
6. How could you help yourself become a better listener?

OPTIONAL: If necessary, place the cards on the board as memory cues.

2. Focus: listening to "Sounds of Animals," and then identifying and imitating each of them

In random order, display the 10 animal cards on the board.

Say:

Elbert learned to recognize animals by their sounds. Look at the pictures on the board as we listen to some animal sounds. Try to figure out which animal is making the sound you hear.

Play the sound effects, one band at a time. After each sound, ask a child to come and point to the correct picture as the group names the animal in a sentence like "We heard a (lion)." The children may then imitate the sound. When all ten sounds have been identified, remove the cards. Play the sounds again in random order and ask the group to name each animal in a sentence.

VARIATION: To make the activity *harder*, play two bands each time and have the group identify the sounds in the right order.

63



Materials

ACTIVITY 1

Display Board

Manikin, Disassembled

Body parts
Facial features
Long hair

ACTIVITY 2

Display Board

Manikin, Movable

1. Focus: comparing the disassembled and movable manikins

Ask two children who need the experience to assemble the disassembled manikin on the left side of the board. Hold the movable manikin on your lap and say:

(Charlotte) and (Quincy) did a good job of putting the manikin together. The manikin on the board is like a cardboard doll cut into pieces to make a puzzle. Today I have a new kind of manikin to show you.

Let the children take turns manipulating the movable manikin as they pass it around. Then have a child put it on the right side of the board. Point to the two figures and say:

Look! The two manikins are different from each other. Let's think of ways in which they are not the same. Name one difference, (Samantha).

Help as necessary, encouraging the children to name differences like these:

1. one comes apart, the other does not
2. one can be moved into different positions, the other cannot
3. one faces forward, the other faces sideways

Then ask the children how the manikins are the same. Encourage them to name similarities like these:

1. both look like people
2. both have body parts
3. they are about the same size

2. Focus: imitating and describing manikin positions

Display the movable manikin on the board.

Stand beside the board, with the children standing before you.
Say:

Please watch as I change the position of this manikin. Then we will do what it is doing and describe what we did.

Place the manikin in positions like those listed below. Each time, lead the children in imitating the manikin's pose and have them describe it in a sentence like "We are (bending) our (knees)."

Suggested actions:

1. bending knees
2. nodding head
3. lifting arms over head
4. touching chin to chest
5. standing on tiptoes
6. holding arms straight out
7. touching toes
8. looking at ceiling
9. waving hands
10. curling up in a ball

64



Materials

ACTIVITY 1

Cards
People
200-221

ACTIVITY 2

Cards
Music
331

Sound Book 2
Page 3, band 1

Teacher provides
Record player

1. Focus: brainstorming what legs and arms can do, and then describing actions shown on people cards

Hold the 22 people cards on your lap and say:

Let's think about how we can use our arms and legs. Name something you can do with your arms, (Cliff). (Pause) Yes, you can (hug someone) with your arms. What else can you do with your arms, (Josie)?

Continue with other children. As necessary, give clues. Accept such answers as reaching, holding, swinging, hugging, pushing, bending, and balancing. Then say:

Name something you can do with your legs.

Continue as before. Accept answers like bending, walking, jumping, and kicking. Point out that many actions require feet and legs or hands and arms. Brainstorm these actions with the children before saying:

Now let's look at some pictures of people who are using their arms and legs. Here is the first one. (Show card 200) What is this person called? (Encourage unison response) Yes, this person is called an acrobat. Now let's talk about what he is doing.

Call on children to describe the actions in sentences such as "The acrobat is swinging by his legs." Continue in this way with the remaining people cards, stressing action words such as *holding*, *pumping*, *driving*, *reaching*, *writing*, *bouncing*, and *pushing*.

2. Focus: listening to, singing, chanting, and acting out the song "Today, Yesterday, and Tomorrow"

Hold the music card and say:

Let's learn a new song. The song tells what we *do* today, what we *did* yesterday, and what we *will* do tomorrow.

Play the first verse on band 1. Then ask:

What did the song say that we do today? (Pause) Yes! Today we walk. What did the song say we did yesterday? (Pause) You are right; yesterday we walked. What does the song say we will do tomorrow? (Pause) Very good! Tomorrow we will walk. Let's listen again and sing the words. When the voice part ends, we will walk in place.

Ask the children to stand. Play the first verse again and encourage the children to walk in place during the instrumental section. Refer to the music card as you continue in this way with the second and third verses.

65



Materials

ACTIVITY 1

Display Board
4 ledges

Magnetic Shapes
All

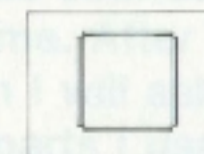
ACTIVITY 2

Magnetic Shapes
Large black circle
Large black rectangle
Large black square
Large black triangle

Teacher provides
1 chair
Identical socks

1. Focus: comparing shapes in a group, and then identifying the one that does not belong

Set up the board and use the ledges to make a large square in the center like this:



Ask several children to put the shapes around the square. Say:

Please put three small circles and one small triangle inside the square, (David).

Point to the four shapes and ask another child:

Which of these four shapes does not belong with the others? (Pause) Yes, the triangle is different in shape from the three circles.

Remove the shapes and continue with other combinations such as those listed below. The children should explain their choices in sentences like "This shape does not belong because it is a square and the other shapes are circles" or "This is a triangle and the other shapes are squares."

1. three circles, one square
2. three squares, one triangle
3. three rectangles, one circle
4. three triangles, one rectangle
5. three squares, one circle
6. three rectangles, one triangle

2. Focus: identifying by touch shapes hidden in socks

Place a chair next to yours.

Hold the shapes and socks as you say:

Let's find out if you can name shapes by feeling them. First, let's look at these shapes and name them together.

Afterwards, let four children each put a shape into one of the socks. Place the socks on the chair and invite still another child to select one and feel the shape inside. Then the child is to name the shape in a sentence such as "There is a (square) in the sock" before pulling it out for everyone to see. If the shape is identified correctly, have the group name it together. The child then puts the shape back into its sock and scrambles the four socks. Continue with other children until everyone has had a turn.



Materials

ACTIVITY 1

None

ACTIVITY 2

Cards
Music
331

Sound Book 2
Page 3, bands 1 & 2

Teacher provides
Record player

1. Focus: identifying actions of people by their sounds

Say:

We can make sounds with our body parts. Let's play a listening game. After you close your eyes, I will make a sound. Then I will ask you to tell me what sound I made and what body parts I used.

After each action, have a child name it in a sentence such as "You (clapped) with your (hands)." Then lead the group in doing it together. Suggested actions:

- | | | |
|---------------|---------------|--------------|
| 1. jumping | 8. sniffing | 13. clicking |
| 2. scratching | 9. marching | tongue |
| 3. coughing | 10. whistling | 14. teeth |
| 4. running | 11. sneezing | chattering |
| 5. humming | 12. snapping | 15. panting |
| 6. laughing | fingers | |
| 7. stamping | | |

2. Focus: singing, chanting, and acting out the song "Today, Yesterday, and Tomorrow"

Holding the music card, stand in a circle with the children and say:

Let's move as we sing "Today, Yesterday, and Tomorrow." When the song mentions walking, we will walk around the circle in this direction. (Point) When the song mentions clapping, stand still and clap in rhythm with the music. When the song mentions sneezing, pretend to sneeze loudly!

Play band 1 and encourage the children to sing and act out the words. Repeat the three verses until the children are able to sing along. Then play band 2 (instrumental version) and lead the children in singing and acting out verses about these verbs: *march, cough, sniff, and jump.*



Materials

ACTIVITY 1

Cards
Stories
399-418

ACTIVITY 2

Teacher provides
1 book
2 chairs
1 table

1. Focus: retelling the story "P. Mooney, Ophelia, and the Where-Bear," and answering questions about the Where-Bear's positions

Hold the 20 story cards and say:

Let's see how much you remember about the story of Ophelia and the Where-Bear. I will show you the pictures from the story. Please tell me what is happening in each picture.

Show the pictures in order as the children use sentences to retell the story. If necessary, ask questions to help the children remember important details. During the discussion, stress the positional words. Then show cards 404 through 408 in any order. As you show each card, ask questions such as "Where is the Where-Bear in this picture? Is he (*in* the box) or (*under* the box)?" The children should describe the Where-Bear's position in sentences.

2. Focus: singing an action song about *positional words*

Place two chairs three feet apart in an activity area. Place a book on the floor in another area. In a third area, place a table large enough for a child to crawl under it.

Stand with the children and say:

Let's learn a song using words from the Where-Bear's story. As we sing, we will go where the song tells us. Let's pretend to go through a cave first.

Have half the class line up in two rows facing each other. These rows then form a "cave" by raising their arms and touching the fingers of the children facing them. Ask the other half of the class

to line up and march through the "cave" as everyone sings or chants this verse to the tune or rhythm of "The Farmer in the Dell":

Oh, *through* the cave we march.
Oh, *through* the cave we march.
Hi-ho, the derry-o,
Oh, *through* the cave we march.

Reverse the groups and repeat the activity. Then have all the children line up. Lead them in singing and acting out the words of each of these verses:

Around the table we hop, etc.
Between two chairs we march, etc.
Under the table we crawl, etc.
Over the book we jump, etc.



Materials

ACTIVITY 1

Cards

Household Items

153 154 162 188

155-199, 1 per child

ACTIVITY 2

Cards

Household Items

155-199, 1 per child

1. Focus: classifying household objects by location

Give each child a household card. With the children standing before you, hold cards 153, 154, 162, and 188 as you say:

Let's pretend that our classroom is a house with four rooms. Our house has a kitchen (show 188), a bathroom (show 153), a bedroom (show 154), and a living room (show 162). Look at your cards. (Pause) If the item on your card belongs in a kitchen, come and stand here. (Point)

When the group has assembled, discuss with the class whether each of those items belongs in a kitchen. If a wrong choice has been made, have the class suggest another room for that item. Then have the class complete this sentence as the cards are raised in turn: "In the kitchen, we have a(n) (iron), a (refrigerator), a (saucepan), and a (knife)." Repeat this procedure for the other three rooms.

2. Focus: following directions using positional words

Have the children keep their cards from Activity 1 and remain standing in their four groups.

Say:

Now that you are each in one of the four rooms of our house, let's play a game. I will give some directions. Please listen carefully to see if I am talking about the room in which your object belongs. If I am, do what I say.

After each command, be sure that the right children respond. Each time, ask one child who moved to name the action in a sentence such as "I jumped up and down." Suggested instructions:

1. If you belong in the (kitchen), jump *up and down*.
2. If you belong in the (bathroom), turn *around*.
3. If you belong in the (living room), put your hand *between* your knees.

4. If you belong in the (bedroom), run your fingers *through* your hair.
5. If you belong in the (kitchen), put your hand *under* your chin.
6. If you belong in the (bathroom), put your hand *over* your eyes.
7. If you belong in the (living room), put your elbows *on* your knees.
8. If you belong in the (bedroom), put your arms *beside* your body.

VARIATION: To make the activity *harder*, combine two commands, like this: "If you belong in the bedroom, put your hand *under* your chin, and jump *up and down*."



Materials

ACTIVITY 1

Cards

Toys

226 243 251 262
233 246 253 263
234 249 260 265

Display Board

6 ledges

ACTIVITY 2

Cards

Music

328

Sound Book 2

Page 2, band 2

Teacher provides

Record player

1. Focus: classifying and talking about toys with wheels

Display the 12 toy cards on the board.

Point to the board and ask:

Do all the toys on these cards have wheels? (Pause) No, not all of them have wheels. Please name in a sentence one toy with wheels, (Sally). (Pause) Yes! The (tricycle) has wheels. Name another toy with wheels, (Nhieu).

Continue until all toys with wheels have been named. The children should respond in sentences. Then remove all cards of toys without wheels. Lead a discussion of wheels — their shape, function, and number on each toy — with questions like these:

1. What makes these toys able to move?
2. How do wheels move?
3. What shape are wheels?
4. How many wheels does (each toy) have? Let's count them.
5. What other things have wheels?

2. Focus: singing and acting out the song "If and Then Go Together" about wheels

Ask the children to stand in a circle. Hold the music card and say:

Let's learn a song about wheels. I will sing it for you while we do the actions. Please sing along when you can.

Play band 2 (instrumental version) and lead the children in performing the actions as you sing these verses:

1. **If you are a wheel, then you are round.** (Draw circle in air)
If you are a wheel, then you are round. (Draw circle in air)

If you are a wheel, then you are round. (Draw circle in air)
If and then go together.

2. **If you are a wheel, then you can roll.**
(Move hands in circular motion before chest)
If you are a wheel, then you can roll.
(Move hands in circular motion before chest)
If you are a wheel, then you can roll.
(Move hands in circular motion before chest)
If and then go together.

Repeat several times or until the children know the words.

VARIATION: To make the activity *easier*, do not ask the children to do the actions as they sing.



Materials

ACTIVITY 1

Display Board

Magnetic Shapes
All
Container

ACTIVITY 2

Cards
Music
338

Sound Book 2
Page 6, band 4

Teacher provides
Record player

1. Focus: identifying magnetic shapes by shape and color

Ask two children to place all 60 shapes onto the board.

Point to the shapes and say:

We are going to play a looking game with these shapes. I will tell you what to find. The person who finds the shape I am talking about will take it off the board and hold it up.
Find a (yellow circle), (Janella).

Have the child tell the group, "I found a (yellow circle)." Continue with other children. Each direction should mention color and shape only. Continue until everyone has had at least one turn. Conclude by having the children return all the shapes to the container.

VARIATION: To make the activity *harder*, have the children ask each other for specific shapes.

2. Focus: talking about, listening to, and moving to the music "Contrasts"

Say:

When two things are very different, we say they *contrast* with each other. Please listen and try to figure out why this new piece of music is named "Contrasts."

Play the recording. Then ask:

Did you hear how the music changed? (Pause) How did it change? (Encourage individual responses) Yes, this music is fast at first and then slow. Let's listen again and move as the circle and the triangle did in the story. When the music begins, jump and bounce the way a circle or a ball would. But when the music changes, slide the way a triangle would, as if you were skating.

Ask the children to stand. Play the music and encourage the group to jump or slide at the correct times. Demonstrate if necessary. If time and interest permit, repeat the recording a third time.



Materials

ACTIVITY 1

Cards

Toys				
228	239	250	258	
229	245	252	261	
231	248	256	264	

Display Board

6 ledges

Puppets

Zoey
Thinking hat

ACTIVITY 2

Puppets

P. Mooney

1. Focus: identifying toys from descriptions

Display the 12 toy cards on the board.

Put Zoey (wearing her thinking hat) on your hand. Have her point to the board as she says:

Today I will ask you some riddles about these toys. Please listen and guess which toy I am describing.

Have the children respond in unison to riddles like those given below. The puppet should expand brief answers by saying, "Good thinking! It is a (ball)."

1. This toy is round, and you can bounce it. (ball)
2. This toy has pages with pictures on them. (book)
3. This toy is an animal on which you can ride. (rocking horse)
4. This toy has pieces that go together to make a picture. (puzzle)
5. This toy spins and hums. (top)
6. You can ride down a snowy hill on this toy. (sled)
7. You have to climb a tree to get into this toy. (tree house)
8. This toy is made out of metal, and it looks somewhat like a person. (robot)
9. This toy is fun to hug and take to bed with you. (teddy bear)
10. This toy is filled with something found at the beach. (sandbox)
11. You have to blow up this toy. (balloon)
12. You can move through this toy on your hands and knees. (tunnel)

VARIATION: To make the activity *harder*, do not show the correct toy card until the riddle is solved.

2. Focus: following directions that stress *counting* while playing the game P. Mooney, May We?

Ask the children to stand shoulder-to-shoulder in a single line. Put P. Mooney on your hand and have him say:

Let's play a game called P. Mooney, May We? When I tell all of you to do something, ask, "P. Mooney, may we?" together. You may move after I say, "Yes, you may." Let's begin. (Pause) Hop forward two times!

Have them count each hop aloud together. Continue with instructions like those given below, making sure the children move and count correctly. As necessary, demonstrate.

1. Take two giant steps.
2. Clap your hands four times.
3. Take four small steps.
4. Turn around two times.
5. Pat your stomach three times.
6. Take one giant step backwards.
7. Stamp your feet two times.
8. Nod your head one time.
9. Jump forward three times.
10. Touch your toes four times.
11. Step sideways one time.
12. Take three small steps backwards.
13. Take five small steps forward.
14. Clap your hands behind your back two times.
15. Slide your feet four times.
16. Sit down two times.

VARIATIONS: To make the activity *harder*, have a child ask after each instruction, "P. Mooney, may we (take two giant steps)?" Or increase difficulty by combining two instructions, like this: "Take two giant steps, and clap your hands four times." Have the children count each action aloud.



Materials

ACTIVITY 1

Color Chips
Half (120)

ACTIVITY 2

Cards
Music
337

Color Chips
Half (120)

Sound Book 2
Page 6, band 3

Teacher provides
Record player

1. Focus: linking color chips in chains while stressing *long* and *longer*

Pile the chips on the floor, and have the children sit around them in a circle. Say:

I will give each of you a handful of color chips to link together in a chain. Then we will connect the chains to make a circle.

Give out unequal numbers of chips, so that the chains will vary in length. While the children are linking their chips, comment on the fact that a *long* chain grows *longer* as chips are added. When all the chips have been used, help the children link the individual chains to make one large circle on the floor.

2. Focus: walking to the music "Rag March" in a stop-go listening game

Leave the color chip circle from Activity 1 on the floor.

Have the children stand around the color chip circle. Stand beside the record player as you say:

Now let's play a listening game. While the music plays, walk around the circle in this direction. (Point) When the music stops, pretend to freeze by standing very still. When the music begins again, walk around the circle in the opposite direction. (Point)

Play "Rag March" as the children walk, occasionally stopping the music to give them a chance to "freeze." Continue as time and interest suggest.



Materials

ACTIVITY 1

Cards
Animals
1-38, 1 per child

ACTIVITY 2

Cards
Animals
(same as for Activity 1)

1. Focus: classifying and naming *animals* and their characteristics

Ask the children to sit before you. Give each child an animal card. Have the children name their animals before you say:

Let's play an animal game together. I will ask a question about animals. If your animal is an answer to my question, please stand up and show us your card. Then I will ask each of you to point to the body part I mentioned and to say a sentence about your animal.

Ask questions like those given below, checking to see that the right children respond. Each child should point to the feature you mentioned and name the animal by saying, "Here are the (ears) on the (bear)."

Which animals . . .

1. have claws?
2. have wings?
3. have feathers?
4. have fur?
5. have ears?
6. have whiskers?
7. have beaks?

8. have two legs?
9. have four legs?
10. have more than four legs?
11. look soft to touch?
12. can hop?
13. can swim?
14. make sounds?

2. Focus: naming *animals* from memory

Have the children continue to hold their animal cards from Activity 1.

Ask three children to stand facing the group. Have the three hold up their cards as you say:

Let's name these animals as I point to each one. (Do this) Now as I point to the cards, whisper the names of the animals to yourself. It will help you remember them if an animal runs away. (Pause) Now please cover your eyes with your hands.

When the children's eyes are covered, turn over the card of one standing child. Then have the class uncover their eyes and tell you which animal is missing. Continue with other groups of three.

VARIATIONS: To make the activity *harder*, change the order of the three children each time. To make it even more difficult, use four or five children and turn over two cards. To make the activity *easier*, have only two children face the group.



Materials

ACTIVITY 1

Sound Book 3
Page 1, bands 1-8
Page 2, bands 1-8
Page 3, bands 1-7

ACTIVITY 2

Teacher provides
Record player

P. Mooney Stick

1. Focus: listening to "Sounds of Animals," and then identifying and talking about each of them

Say:

Let's pretend that we have gone camping. It is late at night, and we are lying in our sleeping bags. Lie down, everyone. (Pause) Soon we will go to sleep. Before we do, let's be very quiet and listen for sounds of animals.

Play the first sound effect. Then whisper:

What was that? (Encourage unison response) Yes, it was a bear. Did you hear the growl? (Pause) Now lie back. Let's listen for another sound.

Continue with the remaining sound effects. Then discuss with the children whether those animals might be heard on a real camping trip.

2. Focus: pantomiming the actions of animals

Hold the P. Mooney stick and say:

Now let's use Mooney magic to change us into animals. Here we go!

Wave the stick over the group as you chant each rhyme. Allow the children to pantomime each animal in turn.

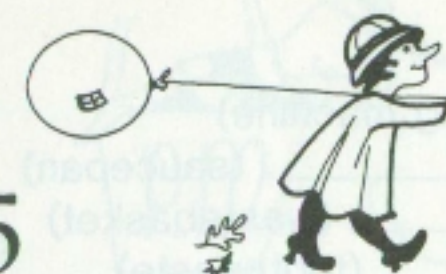
1. **Eenie-meenie-Mooney-mat,**
Turn each one into a *cat*.
2. **Eenie-meenie-Mooney-mare,**
Turn each one into a *bear*.
3. **Eenie-meenie-Mooney-mird,**
Turn each one into a *bird*.
4. **Eenie-meenie-Mooney-mog,**
Turn each one into a *dog*.
5. **Eenie-meenie-Mooney-muck,**
Turn each one into a *duck*.

6. Eenie-meenie-Mooney-my,
Turn each one into a *butterfly*.
7. Eenie-meenie-Mooney-mick,
Turn each one into a *chick*.
8. Eenie-meenie-Mooney-morse,
Turn each one into a *horse*.

End by waving the P. Mooney stick as you say:

**Eenie-meenie-Mooney-me,
Now let's be you and me.**

75



Materials

ACTIVITY 1

Cards	Household Items
155	167 175 185
157	168 179 191
158	169 180 196
161	170 181 197
166	171 183 199

Display Board
6 ledges

ACTIVITY 2

Puppets
P. Mooney

1. Focus: identifying *household items* from questions about their use

Place on the board these 10 household cards: 155, 157, 158, 161, 166, 167, 168, 169, 170, and 171. Stack the remaining cards.

Begin by having the class name the items on display as you point to each card in turn. Then ask:

Where could all these things be found? (Pause) Yes, they might be found in a house. Now let's play a thinking game. I will say part of a sentence. Then I will ask one of you to tell us which item on the board finishes the sentence.

After each sentence is finished, have the group repeat the entire sentence with you. Continue until everyone has had a turn, even if some items must be repeated.

1. We sit in a _____. (chair)
2. When it gets dark, we turn on a _____. (lamp)
3. We eat peas and carrots with a _____. (fork)
4. We iron clothes with an _____. (iron)
5. We drink milk from a _____. (glass)
6. We iron clothes on an _____. (ironing board)
7. We cut meat with a _____. (knife)
8. We sweep the kitchen floor with a _____. (broom)
9. When our hair is tangled, we fix it with a _____. (comb)
10. We scrub the bathroom floor with a _____. (scrub brush)

Replace the cards on the board with the stacked cards and continue:

11. We wash dishes in a _____. (sink)
12. We watch programs on the _____. (television)
13. We clean the rugs with a _____. (vacuum cleaner)

14. We sew with a _____. (sewing machine)
15. We cook spaghetti sauce in a _____. (saucepan)
16. We throw papers into the _____. (wastebasket)
17. We brush our teeth with _____. (toothpaste)
18. We eat dinner from a _____. (plate)
19. We cut paper with _____. (scissors)
20. We wash the laundry with _____. (laundry soap)

VARIATION: To make the activity *harder*, do not use cards as cues, and accept all logical answers.

2. Focus: following directions to pantomime the use of household objects in the game P. Mooney Says

Ask the children to stand before you. Put P. Mooney on your hand and have him say:

Let's play P. Mooney Says and pretend to use some of the things found in a house. When I say "P. Mooney says," pretend to use the object I name. But listen carefully. If you do not hear "P. Mooney says," then don't do anything!

Have the puppet give the directions below, omitting "P. Mooney says" about half the time. Demonstrate the actions as necessary.

P. Mooney says . . .

1. Pretend to iron clothes.
2. Pretend to mop the floor.
3. Pretend to eat soup with a spoon.
4. Pretend to comb your hair.
5. Pretend to cut paper with scissors.
6. Pretend to sit on a chair.
7. Pretend to drink milk from a glass.
8. Pretend to wash dishes in a sink.
9. Pretend to sweep the floor.
10. Pretend to brush your teeth.
11. Pretend to scrub the floor with a brush.
12. Pretend to comb your hair.
13. Pretend to eat with a fork.
14. Pretend to turn on a lamp.
15. Pretend to wash a plate.
16. Pretend to stir the soup in the saucepan.
17. Pretend to thread the needle on the sewing machine.
18. Pretend to use the laundry soap on your socks.
19. Pretend to be watching television.
20. Pretend to vacuum your room.



Materials

ACTIVITY 1

Cards
Clothing
39 50 60 67
42 52 62 71
46 56 63 72
48 58 64
49 59 65

Display Board
2 ledges

ACTIVITY 2

Cards
Pictures from Several
Categories
43 60* 106 230
49* 97 118 236
59* 103 228 251
Music
332

Display Board
6 ledges

Sound Book 2
Page 3, band 1

Teacher provides
Record player

1. Focus: sequencing and talking about putting on clothing while stressing *first*, *next*, and *last*

Stack the 18 clothing cards in this order: 48, 49, 67, 59, 50, 64, 63, 46, 56, 39, 62, 71, 52, 58, 72, 65, 60, and 42.

Hold the stacked cards and say:

Let's think about how we dressed this morning. What piece of clothing did you put on *first*, (Shanda)? (Pause) What did you put on *next*? (Pause) What did you put on *last*?

Ask several other children the same questions. Then say:

Now let's talk about other clothes. I will show you some pictures.

Display cards 48, 49, and 67. Then ask:

Which of these would you put on *first*? (Pause) Which would you put on *next*? (Pause) Which would you put on *last*? (Pause) What would happen if you put on the jacket *first*, the jeans *next*, and the sweater *last*?

After the discussion, have a child place the three cards on the board in left-to-right order as seen by the class. Continue with these groups of clothes:

1. 59, 50, and 64
2. 63, 46, and 56
3. 39, 62, and 71
4. 52, 58, and 72
5. 65, 60, and 42

2. Focus: classifying and naming *clothing, toys, and foods*, and then singing the song "Things That Go Together"

On the top ledge, in this order, place clothing cards 59, 49, 60, and 43. On the middle ledge, place toy cards 228, 236, 230, and 251. On the bottom ledge, place food cards 97, 118, 103, and 106.

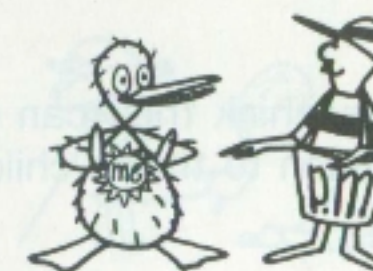
Stand beside the record player, with the children standing before you. Say:

Today we are going to learn a new song called "Things That Go Together." Look at the cards on the top ledge. (Pause) What is one word that we use to talk about all these things? (Encourage unison response) Yes! These are *clothes*. Let's name them together.

Point to each card in turn as the group names the clothes. Repeat this procedure with the cards on the middle and bottom ledges. Then continue:

Now let's sing "Things That Go Together." When I point to the clothes, name them with the record.

Play band 1 and refer to the music card, pointing to each clothing card. Continue with the toy and food cards. Repeat the song until the children are familiar with the words.



Materials

ACTIVITY 1

Cards
Stories
419-432

Sound Book 1
Page 6

ACTIVITY 2

None

Teacher provides
Record player

1. Focus: listening to the story "P. Mooney and the Kiwi"

Hold the 14 story cards and say:

Today we are going to listen to a new story called "P. Mooney and the Kiwi." Let's say the word *kiwi* together. (Encourage unison response) *Kiwis* are birds that live in a country called **New Zealand. They are different from most birds because they cannot fly, even though they have wings. Let's listen to the story about this special bird, the Kiwi.**

Play the story. During the narration, show the story cards in turn as you scan the printed copy on the back of each picture. After showing each card, place it facedown in a pile on your lap.

2. Focus: talking about the story "P. Mooney and the Kiwi" while stressing that everyone is special

Say:

The Kiwi learned something very important from P. Mooney. Let's talk about what the Kiwi learned.

Lead the discussion with questions like these:

1. What was the Kiwi's problem?
2. How did P. Mooney help the Kiwi?
3. How did the "Me" button make the Kiwi feel?
4. What did the Kiwi learn? (everyone is important)
5. Do you ever wish that you were someone else? Why?

End the discussion by saying:

The Kiwi is special because there is no one else like him. Each of you is special, too, because there is no one else in the whole world just like you. You look and act different from everyone else. You cannot do everything, but each of you can do many things well.

Have the children take turns telling what they think they can do well. Help as necessary and pay extra attention to those children whose self-confidence needs building.

78



Materials

ACTIVITY 1

Cards
Stories
423-428

Display Board
4 ledges

ACTIVITY 2

Cards
Music
328
Stories

(same as for Activity 1)

Sound Book 2
Page 2, band 2

Teacher provides
Record player

1. Focus: remembering the story "P. Mooney and the Kiwi," and then thinking about the Kiwi's comparisons

Display the six story cards on the board, picture sides hidden.

Say:

Before P. Mooney pinned the shiny "Me" button onto the Kiwi's chest, the Kiwi said some things about himself that were not true. What were some of the things he said?

Call on volunteers to respond in sentences such as "The Kiwi said he was (bigger than an elephant)." If necessary, give clues until the children recall all the Kiwi's remarks about these animals: elephant, mouse, kangaroo, leopard, giraffe, and bird. Then continue:

Now let's pretend that I am the Kiwi and each one of you is P. Mooney. I will say what the Kiwi said in the story. Then you may correct me.

Turn over the corresponding story card as you say each statement listed below. The children should respond together in sentences such as "No! You are *not* (bigger than an elephant)" or "No! You *cannot* (jump higher than a kangaroo)."

1. 423 I am bigger than an elephant.
2. 424 I am smaller than a mouse.
3. 425 I can jump higher than a kangaroo.
4. 426 I can run faster than a leopard.
5. 427 I am taller than a giraffe.
6. 428 I can sing better than a bird.

Repeat the six statements, allowing volunteers to respond as before.

VARIATION: To make the activity *harder*, have the children correct your statements, like this: "You are (smaller than an elephant)."

2. **Focus: singing and acting out the song "If and Then Go Together" to describe the animals in the story "P. Mooney and the Kiwi"**

Stand beside the record player, with the children standing before you. Say:

Let's sing about the animals that were in the Kiwi's story.
(Show card 423) **We will sing about the elephant first.**

Play band 2 (instrumental version) and refer to the music card as you lead the children in singing and acting out this verse:

If you are an elephant, then you are large.

(Hold arms outstretched)

If you are an elephant, then you are large.

(Hold arms outstretched)

If you are an elephant, then you are large.

(Hold arms outstretched)

If and then go together.

Continue with these story cards and verses:

1. **424 • If you are a mouse, then you are small, etc.** (Hold index fingers close together)

2. **425 • If you are a kangaroo, then you can jump, etc.** (Jump up and down)

3. **426 • If you are a leopard, then you can run, etc.** (Run in place)

4. **427 • If you are a giraffe, then you are tall, etc.** (Stand on tiptoes and reach up with arms)

5. **428 • If you are a bird, then you can sing, etc.** (Smile and wave arms as if leading a choir)

VARIATIONS: To make the activity *easier*, sing the song without actions. To make it *harder*, have the children make up more verses about the story animals.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. **Focus: talking about faces, and then saying an action poem about parts of the face**

Say:

Faces do not look alike, but all faces have the same parts.

What parts of the face are the same on everybody?

(Encourage individual responses) **Yes, everyone has two eyes, a nose, a mouth, and two ears; but every face is different in some way. Today we are going to learn a poem about faces.**

Point to each face part as it is mentioned in this poem:*

When I get up, I check my face, (Use finger to outline face)

Just to make sure it's all in place.

My eyes both open (I've got two), (Point to eyes)

Looking for wonderful things to do.

My nose gets ready, I can tell, (Point to nose)

Ready to sneeze and sniff and smell.

My mouth is helpful when I say, (Point to mouth)

"I've got a lot to do today."

My ears both listen, so I know (Point to ears)

That then it's time for me to go.

Invite the children to join you in repeating and acting out the poem several times.

2. **Focus: imitating and naming facial movements**

With the children still seated, say:

We can do many things with our faces. Please watch what I do.

Wink several times before asking, "What did I do with my face?"

Call on someone to respond in a sentence such as "You winked

*NOTE: This rhyme is by Sharon Holland.

one eye." Continue by calling on volunteers to demonstrate facial actions. After each action, have a second child describe it in a sentence. Help as necessary. Suggested actions:

1. blink eyes rapidly
2. open and close mouth several times
3. wrinkle nose
4. smile with mouth closed
5. move eyebrows up and down
6. pucker lips
7. grin, showing teeth
8. yawn, opening mouth very wide
9. close eyes
10. puff cheeks out

Continue until everyone has had a turn.

80



Materials

ACTIVITY 1

Cards
Face Pairs
74 80 86 90
76 82 88 92
78 84

Display Board
5 ledges

ACTIVITY 2

Cards
Music
325

Sound Book 2
Page 1, band 3

Teacher provides
Record player

1. Focus: classifying and describing head and facial features

Display the 10 face pair cards on the board.

Point to the cards on display and ask:

What do you see on the board? (Encourage unison response) Yes, you see some new cards that show many different faces. But let's see if we can find the faces that are the same in certain ways. Please show me a face that is smiling, (Louis). (Pause) Yes, that face is smiling. You may take the card off the board.

Continue until all six smiling faces have been identified. Then put these cards back on the board and continue with the facial features listed below. Always replace all cards before you call for the next feature.

1. faces that are frowning
2. faces with both eyes open
3. faces with one eye open and one eye closed
4. faces with both eyes closed
5. faces of heads with long hair
6. faces of heads with short hair

VARIATION: To make the activity *harder*, conclude by showing the cards in turn and asking children to describe each face.

2. Focus: singing and acting out "The Is-Are Song" while naming facial parts

Say:

Let's sing about our face parts. Listen and watch carefully as I go through the song for you the first time. Then we will do it together.

Play band 3 (instrumental version) and sing:

1. Face is one; faces are two.

How do I look when I frown at you? (Frown)

Invite the children to join you in singing the verse. Continue with these verses:

2. Eye is one; eyes are two.

What do you do when they blink at you? (Blink eyes)

3. Nose is one; noses are two.

What do you do when they sniff at you? (Sniff)

4. Lip is one; lips are two.

What do I do when I'm kissing you? (Kiss)

5. Ear is one; ears are two.

What do you do when they listen to you?

(Cup ears with hands)

6. Mouth is one; mouths are two.

What do you do when they smile at you? (Smile)

7. Voice is one; voices are two.

What do you do when they giggle at you? (Giggle)

Have the children make up more verses about face parts as long as time and interest permit.

Keep in Mind...

After each lesson in the program, individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn should be tutored. Aides could help you with this task.



Materials

ACTIVITY 1

Display Board
4 ledges

P. Mooney Stick

Poster 2

ACTIVITY 2

Display Board
4 ledges

Poster 2

Teacher provides
Chalk or masking tape
Balance beam or plank
(optional)

1. Focus: naming items on the poster "Circus," and then talking about circus experiences

Do not display the poster until asked to do so.

Hold the stick and say:

P. Mooney's stick is going to send us on a magical Mooney trip. Where do you think it might take us?

After the children have guessed, ask them to close their eyes as you wave the stick and say:

**Mooney Magic, zing and zip!
Take us on a P. Mooney trip.**

Quickly use the ledges to place the poster on the board. Then say:

**Open your eyes! Where are we? (Encourage unison response)
Yes, we are at the circus.**

Encourage the children to point out and describe the circus items of special interest to them. If no one notices P. Mooney on the poster, ask the children to look for him there. Then continue the discussion with questions like these:

- 1. Have you ever been to the circus? What was it like?**
(Encourage children to discuss their experiences)
- 2. What is a circus performer?**
- 3. Where do the circus performers do their acts?**
- 4. Why are some animals kept in cages?**
- 5. Would you like to work in a circus? What would you like to do? Why?**

Accept all appropriate answers and add instructive comments. End by waving the stick as you say:

**Mooney Magic, do a trick!
Take us back, P. Mooney Stick!**

2. Focus: pantomiming the actions of tightrope walkers

Using masking tape or chalk, make one straight line at least 12 feet (four meters) long on the floor, where the children will be able to walk on it. Leave the poster from Activity 1 on display.

Stand with the children and ask:

What is P. Mooney doing in the poster, (Suzanne)? (Pause)
Yes, he is riding his Chaincycle along the tightrope. Even if we don't have a Chaincycle, we can pretend that we are tightrope walkers. Imagine that this line on the floor is a tightrope high in the air. Let's pretend to walk on the rope without falling off. First I will show you how.

Demonstrate by holding your arms out to the sides and swaying as you carefully walk the length of the line. Let the children take turns walking on the imaginary tightrope. Continue as long as time and interest permit.

VARIATION: To make the activity *harder*, have the children walk on a balance beam or plank, if available.



Materials

ACTIVITY 1

Display Board
4 ledges

Poster 2

ACTIVITY 2

Display Board
4 ledges

Poster 2

Sound Book 3
Page 11, band 2

Teacher provides
Record player

1. Focus: thinking about "who might say that" on the poster "Circus"

Use the ledges to display the poster on the board.

Point to the poster and say:

Look at all these people and animals! I will say a sentence that one of them might say. Please try to figure out who is speaking. Are you ready? (Pause) Who might say, "The next act will be Susie and her pony Blaze, doing tricks"? (Pause) Yes, you are right. The ringmaster might say that.

Have a volunteer come and point to the ringmaster. Then continue with these statements:

1. "Balancing such a long stick in the air is not easy!"
2. "Did you ever ride on only one wheel?"
3. "I hope that loud noise won't hurt my ears!"
4. "Standing on my two front paws is a real trick!"
5. "Look, no hands!"
6. "I hope those two balls don't roll out from under our feet!"
7. "Let's play a marching song next."
8. "I have the longest legs in the circus!"
9. "Such a little dog doesn't need such a strong leash!"
10. "Why did you chain me to this wagon?"
11. "I hope that man's whip doesn't hit us!"
12. "I am talking through this so that everyone can hear me."
13. "Don't you wish you were as strong as I am?"
14. "I have never pulled a wagon with such a heavy load!"
15. "Oh, Daddy, we are having so much fun!"
16. "I had better blow this out right now before the big explosion!"
17. "We are the three biggest things in this whole circus!"
18. "Don't let go of my arms!"

19. "Did you ever stand on someone's shoulder so high up in the air?"
20. "We are swinging around and around."

2. Focus: listening to "Sounds of the Circus" and then identifying each of them

Leave the poster from Activity 1 on display.

Say:

Many interesting sounds can be heard at a circus. Look at the poster as we listen for the first time to these circus sounds.

Play band 2 and then say:

Let's listen again and try to figure out what is making each sound.

Play the recording again. Then have a volunteer come up and point to the correct items as you play the record a third time. Continue with other children until they all seem familiar with the sound effects.



Materials

ACTIVITY 1

Display Board

Magnetic Shapes
All

ACTIVITY 2

Cards

Music
336

Display Board

Magnetic Shapes

All circles

All squares

Container

Sound Book 2

Page 6, band 2

Teacher provides

Record player

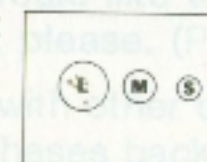
1. Focus: classifying *shapes*, and then sequencing them by size

Let several children sort the shapes into piles of circles, squares, triangles, and rectangles on the floor in front of the board.

Say:

Let's use the shapes to play a game called Copycat. What is a copycat? (Encourage individual responses) Yes, a copycat is someone who does the same thing another person does. I will put three shapes on the board in a certain order, and ask one of you what I did. Then that person will become a copycat by doing the same thing with the same kind of shapes, but a different color.

Choose three circles of one color and arrange them on the board like this:



The child you call on should describe your actions in sentences like these:

First, you put up a *large* (black) circle.

Next, you put up a *medium* (black) circle.

Last, you put up a *small* (black) circle.

If necessary, help the child reproduce the order of circles with another color. Continue with other children. When all circles have been used, remove them from the board and set new patterns with the squares, triangles, and rectangles in turn. Continue until everyone has had at least one turn.

2. Focus: describing shapes in a stop-go listening game using the music "Round Dance"

Leave a pattern of squares and one of circles from Activity 1 on display. Place the remaining circles and squares into the container.

Ask the children to stand in a circle. Have each child pick a shape from the container. Stand next to the record player and say:

Let's play a game. When the music starts, pass your shapes in this direction. (Point) Continue as long as you hear the music. When it stops and I call on you, describe your shape in a sentence like "I have a small yellow circle" or "I am holding a large red square." Let's begin.

Play the music for a short while before lifting the needle and calling on several children. Continue until every child has had a turn.

VARIATION: To make the activity *easier*, have everyone compare the size of his or her shape with that of shapes on the board.

84



Materials

ACTIVITY 1

Cards Foods

97	111	123	141
98	112	125	142
101	115	127	143
102	117	136	147
103	118	138	148
104	119	139	150
105	120	140	152
109	122		

Color Chips All Container

Display Board 6 ledges

Puppets P. Mooney

ACTIVITY 2

Cards Foods

(same as for Activity 1)

Display Board 6 ledges

1. Focus: pretending to select and pay for groceries while stressing counting

Display any 12 food cards on the board.

Have the stacked cards within reach. Put P. Mooney on your hand. He says:

Let's use color chips for money as we shop for foods.

Have each child take four chips from the container. P. Mooney continues:

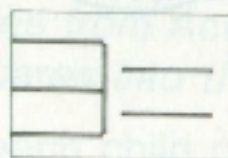
I am the storekeeper and the board is my store. Look at all the foods I have for sale. Please stand up and tell me in a sentence which food you would like to buy, (Shirley). (Pause) You would like to buy some (cheese). It costs three color chips, please. (Pause) Thank you.

Continue with other children, varying prices. Have the children take their purchases back to their seats. Once the children understand the game, allow them to take turns holding P. Mooney and being the storekeeper. Help any child who has difficulty in counting out the proper number of chips. Restock the store with the remaining cards from time to time. Continue until everyone has purchased at least one food and all the cards have been used.

VARIATION: To make the activity *harder*, give each child more than four chips and charge higher prices for the foods.

2. Focus: classifying foods according to whether or not they need refrigeration

Have the children continue to hold their cards from Activity 1. Arrange the ledges on the board like this:



Say:

Each of you is holding foods from P. Mooney's store. Some foods must be kept in the refrigerator. Why? (Encourage individual responses) You are right; some foods must be kept cool, so that they will not spoil. Where do we keep food that does not need to be in the refrigerator?

Accept all plausible answers. If no one mentions a shelf, suggest it. Continue:

Now look at your food and decide if it belongs in the refrigerator or on a shelf. Let's take turns putting the foods away. Put food that will spoil into this "refrigerator." (Point) Food that will *not* spoil should be put on these "shelves." (Point)

Each child should explain a choice by saying, "(Cheese) is kept in the refrigerator because it will spoil" or "(Nuts) are kept on a shelf because (they) do not spoil quickly." Help as necessary, and remove cards as the ledges become full. Continue until every child has had a turn.



Materials

ACTIVITY 1

Cards
Stories
419-432

Display Board
6 ledges

ACTIVITY 2

None

Sound Book 1
Page 6

Teacher provides
Record player

1. Focus: listening to and retelling the story "P. Mooney and the Kiwi"

Hold the 14 story cards and say:

Let's listen again to the story "P. Mooney and the Kiwi." Then we will talk about what happens in it. Remember, the Kiwi is a special friend of P. Mooney's.

Play the story. During the narration, show the story cards in turn, scanning the printed copy on the back of each picture. When the story ends, say:

Now let's see if you can tell the story. Please tell me what is happening in each picture.

Show the pictures in order as the children retell the story. Ask questions to help them remember important details. After each card is discussed, let several children act out what happens in it. Then have the cards placed on the board in a left-to-right sequence as seen by the group.

2. Focus: brainstorming actions, and then saying an action rhyme

Stand with the children and say:

Now let's think about things that we can do.

Encourage the children to mention actions like walking, jumping, bending, coughing, tapping, and giggling. If necessary, ask questions to stimulate discussion. Then continue:

Let's learn a rhyme about some of the things we can do. Please listen and watch me. Then we will say and act out the rhyme together.

Say the following rhyme with gestures:

- I can smile;** (Smile)
- I can frown.** (Frown)
- I can turn upside down.** (Bend over and look between legs)
- I can run;** (Run in place)
- I can clap.** (Clap hands)
- I can take a little nap.**
(Place palms together, lay cheek against hands, close eyes)
- I can stretch;** (Stretch)
- I can bend.** (Bend over)
- I can whisper to a friend.** (Whisper the word *whisper*)
- I can jump;** (Jump up and down once)
- I can sing.** (Sing the word *sing*)
- I can do many things.**

Invite the children to join you in repeating the rhyme and actions.
Continue as time permits.

86



Materials

ACTIVITY 1

Cards
Face Pairs
74 through 93, 1 per
child

ACTIVITY 2

Cards
Music
329

Sound Book 2
Page 2, band 4

1. Focus: talking about being *happy* and *sad*

Give each child a card. Say:

Please look at the face on the card I gave you. If it is a happy face, come and sit facing me on this side. (Indicate your right side) **If your card has a sad face, come and sit facing me on this side.** (Indicate your left side)

Help as necessary until the groups are seated. Then ask:

How can you tell whether a face is happy or sad? (Encourage individual responses) **Yes, sometimes we can learn whether someone is happy or sad by looking at that person's mouth.** **What are other ways to tell whether someone is happy?**

Accept all reasonable responses and then ask how sadness is shown. Continue the discussion by asking each child these questions:

1. **What makes you happy?**
2. **What makes you sad?**

Encourage the children to respond in complete sentences.

2. Focus: singing and acting out "The Not Song" about *smiling* and *frowning*

Stand beside the record player, with the children standing before you. Say:

Show me how your face looks when you are happy.

Encourage the children to look at each other as they smile.
Continue:

What does your face do when you are happy? (Encourage unison response) **Yes! When you are happy, you *smile*.** **Now show me how your face looks when you are sad or angry.**

Have the children look at each other as they frown. Then say:

What does your face do when you are sad? (Encourage unison response) **Very good; you frown when you are sad or angry. Let's learn a song about a smile and a frown. Please listen and watch what I do.**

Play band 4 (instrumental version) and refer to the music card as you sing and act out these verses:

1. **This is a smile; this is a smile. (Smile)**
This is not a smile; this is not a smile. (Frown)
This is a smile; this is a smile, (Smile)
And this is a part of me. (Smile)
2. **This is a frown; this is a frown. (Frown)**
This is not a frown; this is not a frown. (Smile)
This is a frown; this is a frown, (Frown)
And this is a part of me. (Frown)

Invite the children to join you in repeating the song and actions. Continue as time and interest suggest.



Materials

ACTIVITY 1

Cards

Animals

1	17	30	35
5	19	31	36
8	25	33	37
14	28	34	38

Display Board
6 ledges

ACTIVITY 2

Cards

Animals

(same as for Activity 1)

Music
332

Display Board
6 ledges

Sound Book 2
Page 3, band 4

Teacher provides
Record player

1. Focus: identifying *animals* from incomplete names

Place on the board all the 16 listed animal cards except 38.

Hold card 38. Point to the cards on display and say:

Let's use these animals to play a listening game. I will say the last part of an animal's name. Listen carefully and tell me which animal I am trying to name. —oldfish. (Pause) Yes, that is right. It is a goldfish.

Have a child point to the corresponding card. Remove it and display card 38 in its place. Continue with the word endings given below. The children should respond in sentences. Stress the first consonant as you repeat the animal's name.

- | | | |
|------------|-------------|---------------|
| 1. — ion | 6. — pider | 11. — quirel |
| 2. — ird | 7. — orm | 12. — ear |
| 3. — urtle | 8. — urkey | 13. — at |
| 4. — abbit | 9. — ooster | 14. — uckling |
| 5. — erbil | 10. — oad | 15. — iglet |

2. Focus: singing the song "Things That Go Together" to name animals

Leave the 15 animal cards from Activity 1 on display.

Hold up card 38, point to the 15 animal cards on display, and say:

Let's sing "Things That Go Together" about some of these animals. I will ask four of you each to hold up a card. Then we will sing a verse about those four animals.

Have each child with a card hold it up for the group to name. Then play band 4 (instrumental version) and sing with the children, inserting the names of the four animals. Continue with other groups of four until everyone has had a turn.



Materials

ACTIVITY 1

Fruits & Vegetables
All

ACTIVITY 2

Fruits & Vegetables
1 of each kind

P. Mooney Bag

1. Focus: classifying and naming *fruits and vegetables*

Sit in a circle with the children and place the fruits and vegetables in the center. Say:

Let's play a game to see how fast you can find all the foods I name.

Give at least one of the following commands to each child in the group. After a child has selected the correct foods, ask:

What did you find, (I)nez)?

The child should respond in a sentence such as "I found all the (bananas)." Have the selected foods returned to the center of the circle before giving the next command.

Find all the . . .

- | | |
|----------------------------------|---|
| 1. bananas. | 7. red foods. |
| 2. apples. | 8. yellow foods. |
| 3. pears. | 9. foods that could be eaten in one bite. |
| 4. strawberries. | 10. foods that cannot be eaten in one bite. |
| 5. oranges. | |
| 6. foods that have green leaves. | |

VARIATION: To make the activity *harder*, ask individuals to find all the fruits or all the vegetables.

2. Focus: identifying by touch fruits and vegetables hidden in the P. Mooney bag

Put the 13 fruits and vegetables into the bag.

Wear the P. Mooney bag and say:

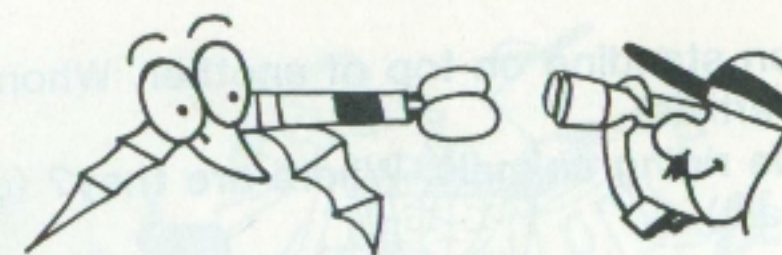
Now let's find out if you can name the fruits and vegetables by feeling them. I will ask two or three of you to stand beside me, face the class, and put your hands behind your

back. Then I will give you each a food from the P. Mooney bag. You must feel the food and tell us what it is without looking at it.

If necessary, give clues until the food is identified correctly. Then the child should show the food to the group and say, "This is a (pineapple)." Continue with other threesomes until every child has had at least one turn.

VARIATION: To make the activity *easier*, let the children handle the fruits and vegetables before the items are put into the bag.

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Materials

ACTIVITY 1

Display Board
4 ledges

Poster 2

ACTIVITY 2

Cards
Animals
25

1. Focus: identifying and naming items on the poster "Circus" while stressing numbers and actions in the game I Spy

Use the ledges to fasten the poster to the board.

Say:

Let's play I Spy with the circus poster. I will spy something on the poster and tell you about it. Try to figure out what I see. Answer together.

Emphasize the number clues in each description given below. When the group responds, count the objects aloud with them. One child may then give the answer in a sentence such as "You see two lions."

1. I spy **two** animals in a cage. What do I see? (lions)
2. I spy **one** animal riding on a wagon. What do I see? (gorilla)
3. I spy **three** people making music. Whom do I see? (band)
4. I spy someone riding on **one** wheel. Whom do I see? (unicycle rider)
5. I spy an animal standing on only **two** legs. What do I see? (pony, dog)
6. I spy **three** animals doing a trick together. What do I see? (elephants)
7. I spy **one** person riding alone on the high wire. Whom do I see? (P. Mooney)
8. I spy **four** people doing the same trick. Whom do I see? (swinging acrobats)
9. I spy **three** people on the trapeze. Whom do I see? (trapeze artists)
10. I spy **three** people standing on two balls. Whom do I see? (acrobats)
11. I spy **four** people in funny costumes. Whom do I see? (clowns)
12. I spy **three** dogs. Can you find them?

13. I spy *one* person standing on top of another. Whom do I see? (high wire artists)
14. I spy *two* people riding animals. Where are they? (on horse and elephant)

2. Focus: talking about *lions*, and then chanting an action rhyme about the zoo

Ask the children to stand before you. Hold up card 25 and say:

If we went to a circus, we might see this animal. What is it?
(Encourage unison response) **Yes, it is a lion. Who has seen a real lion? (Pause) Please tell us about it, (Tom). Where did you see it?**

Encourage the children to tell their experiences. If no one mentions the zoo, suggest it. Then say:

Let's learn a rhyme about visiting lions at the zoo. Please listen and watch as I go through the rhyme the first time. Then we will do it together.

Set the card aside and recite the following rhyme* with gestures:

**One, two;
Off to the zoo!** (March in place)

**Three, four;
Lions roar!** (Stop and roar)

**Five, six;
We're in a fix!** (Shake with fear)

**Seven, eight;
Run for the gate!** (Run in place)

**Nine, ten;
Let's go again!** (March in place)

Invite the children to join you in repeating the rhyme and actions. Continue as time and interest permit.

*NOTE: This rhyme is by Sharon Holland.



Materials

ACTIVITY 1

Cards
Pictures from Several Categories
19 139 149 189
117 144 162 200
132

Color Chips
20 orange

Display Board
5 ledges

Fruits & Vegetables
Carrot
2 oranges

P. Mooney Bag

Puppets
Zoey
Discovery hat

ACTIVITY 2

Cards
Pictures from Several Categories
(same as for Activity 1)

Display Board
5 ledges

P. Mooney Bag

Puppets
Zoey
Thinking hat

1. Focus: naming and comparing *orange items* pulled from the P. Mooney bag, and then brainstorming other orange items

Put the oranges, the carrot, the nine picture cards, and two necklaces made of 10 orange color chips each into the bag.

Hold the bag on your lap. Put Zoey (wearing her discovery hat) on your hand and have her say:

The P. Mooney bag is full of surprises today. Let's discover what it holds.

Let volunteers each choose and name an item before displaying it on the board (if it is a card) or placing it on the floor in front of the board (if it is an item other than a card). When all items have been chosen, Zoey continues:

These things are all the same in one way. What is it?

If no one notices that everything is orange, the puppet should ask:

Are they all food? (Pause) Are they all round? (Pause) Are they all the same color? (Pause) Yes, they are the same color. What color are they? (Encourage unison response) Yes, they are all orange. That is how they are the same!

End by having the children name other orange items. If no one notices that the decal on the kit case is orange, mention this.

2. Focus: identifying *orange items* from their descriptions in riddles

Hang the bag on a corner of the board, on which are displayed the cards from Activity 1. Replace Zoey's discovery hat with her thinking hat.

Say:

Let's play a thinking game. I will say a riddle about something on the board. Raise your hand if you have an answer for the riddle. Then you may put Zoey on your hand and have her answer.

Pause after each clue to give the children time to think. Have volunteers hold Zoey and answer through her. Present riddles like these:

1. I am orange. . . . I grow in a garden. . . . Rabbits like to eat me. . . . What am I? (carrots)
2. I am orange. . . . I am a kind of food. . . . You can eat me with a spoon. . . . What am I? (soup)
3. I am orange. . . . I often have surprises inside me. . . . I belong to P. Mooney. . . . What am I? (P. Mooney bag)
4. I am orange. . . . I have fins and a tail. . . . I swim very well. . . . What am I? (goldfish)
5. I am orange. . . . I am something to wear. . . . The man who wears me works in a circus. . . . What am I? (acrobat's costume)
6. I am orange. . . . You can find me in a house. . . . People like to sit on me. . . . What am I? (couch)
7. I am orange. . . . I am a kind of food. . . . You can drink me. . . . What am I? (orange juice)
8. I am orange. . . . I am found in a house. . . . You can eat lunch on me. . . . What am I? (table)
9. I am orange. . . . I am round. . . . I have a name the same as my color. . . . What am I? (orange)
10. I am orange. . . . I am round. . . . You can carve a face in me. . . . What am I? (pumpkin)
11. I am orange. . . . I grow on a vine in the field or garden. . . . You can use me to make good pies. . . . What am I? (pumpkin)
12. I am orange. . . . I have four legs. . . . You put things on me. . . . What am I? (table)
13. I am orange. . . . I am something to eat. . . . You buy me in bunches at the store. . . . What am I? (carrots)
14. I am orange. . . . I am a food. . . . Sometimes I am smooth and sometimes I have pieces of vegetables and meat in me. . . . What am I? (soup)

15. I am orange. . . . I live in water. . . . I get air through my gills. . . . What am I? (goldfish)
16. I am orange. . . . I am a piece of furniture. . . . You can take a nap on me. . . . What am I? (couch)
17. I am orange. . . . You can squeeze me out of a fruit. . . . I can be poured into a glass. . . . What am I? (orange juice)
18. I am orange. . . . I love to hang upside down. . . . I swing through the air. . . . what am I? (acrobat)
19. I am orange. . . . You can carry many things in me. . . . I belong to P. Mooney. . . . What am I? (P. Mooney bag)
20. I am orange. . . . You can peel the skin off me. . . . I am good to eat. . . . What am I? (orange)

We recommend that you read again Part I of the *Teacher's Guide* at about this point. This should remind you of ways to teach the lessons for maximum efficiency.



Materials

ACTIVITY 1

Sound Book 3
Page 6, bands 1-9
Page 7, bands 1-3

Teacher provides
Record player

ACTIVITY 2

Cards
Music
333

Sound Book 2
Page 4, band 1

Teacher provides
Record player

1. Focus: listening to "Sounds of People – Actions," and then identifying and imitating these actions

Say:

People can make many different kinds of sounds. Let's listen to some new sound effects and find out if we can tell what a person is doing just from the sound we hear.

Play band 1 on page 6. Ask:

What did you hear? (Encourage unison response) You are right. That was the sound of a person clapping. Let's listen to more sounds.

Continue with the remaining bands. Then play the sound effects again. Volunteers should identify each in a sentence such as "I heard a person (walking)." Invite the children to imitate each action as you play the sound effects a third time.

2. Focus: listening to, singing, and acting out the song "Make a Sound" while stressing *loud*, *louder*, *loudest*, and *soft*, *softer*, *softest*

Say:

I will clap three times. Listen for how loudly I clap.

Clap your hands three times, making each sound louder than the last. Then ask:

What happened when I clapped my hands? (Encourage responses from several children) You are right; each time I clapped, I made a louder sound. First I clapped *loud*. (Clap hands) Then I clapped *louder*. (Clap hands hard) Then I clapped the *loudest* of all. (Clap hands very hard) Now listen as I clap my hands again.

Clap your hands three times again, making each clapping sound softer than the last. Repeat the above questioning, emphasizing the words *soft*, *softer*, and *softest*. Continue:

Now let's learn a new song about making loud and soft sounds with our hands and voices.

Play band 1 and encourage the children to listen carefully. Play the four verses of the recording a second time and lead the children in doing the appropriate actions and singing. Repeat the recording as time and interest permit.



Materials

ACTIVITY 1

None

ACTIVITY 2

Cards
Toys
235
Music
336

Sound Book 2
Page 6, band 2
Teacher provides
Record player

1. Focus: brainstorming and talking about toys

Say:

Let's see how many different toys you can name.

The children should name all they can without repeating. Then continue:

If you could have any toy in the whole world, (Carolyn), what would it be? (Pause) Why would you like to have a (bicycle), (Carolyn)?

Continue with other children. Encourage them to respond in sentences.

2. Focus: pantomiming the movements of rag dolls to the music "Round Dance"

Stand beside the record player, with the children standing before you. Show the toy card and say:

If we were rag dolls like Raggedy Ann and Raggedy Andy, how would we move? (Encourage individual responses) Yes, we would be floppy. Let's find out what being floppy feels like.

Set the card aside and demonstrate by letting your head loll as you bend at the waist, hang your arms loosely, and take shuffling, sliding steps. Invite the children to imitate you and to invent their own floppy movements. Then play "Round Dance" and encourage the children to dance like rag dolls. Allow them to dance alone or with partners, if they wish. End by suggesting that the children collapse like rag dolls.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: naming parts of the head, and then describing their functions

Say:

Our heads have many parts. Let's name as many parts of the head as we can. Then we will talk about what each part can do for us. (Point to eyes) What do we call these? (Encourage unison response) Yes, these are my eyes. I can blink my eyes. (Demonstrate) What are some other things you can do with your eyes?

Each child should respond in a sentence such as "I can see with my eyes" or "I can close my eyes." Continue with the parts listed below. Adjust the number under discussion to suit your class. As necessary, give clues. Encourage the children to look at one another before they answer.

- | | | |
|----------|--------------|--------------|
| 1. eyes | 7. eyelids | 13. skin |
| 2. nose | 8. eyelashes | 14. jaws |
| 3. mouth | 9. cheeks | 15. gums |
| 4. ears | 10. teeth | 16. forehead |
| 5. hair | 11. tongue | 17. chin |
| 6. lips | 12. nostrils | 18. scalp |

2. Focus: saying an action rhyme about the body

Stand in a circle with the children and say:

Let's move our bodies as I say a rhyme. When I stop at the end of a line, we will all do what the rhyme says.

Lead the children in acting out the words as you say this rhyme:

**With your hand,
Touch your nose. (Touch nose)
Now bend down and touch your toes. (Touch toes)**

**Just for fun,
Run, run, run. (Run in place)
Now reach up and touch the sun. (Reach arms up)**

Buzz, buzz, buzz,
Like a bee. (Make buzzing sound)
Now bend down and touch your knee. (Touch knee)

Wink one eye; (Wink)
Blink two eyes. (Blink)
Now reach up and touch the skies. (Reach arms up)

Clap your hands. (Clap hands)
Stamp the ground. (Stamp ground)
Isn't that a happy sound?

Say the rhyme again and have the children repeat each line after you as they do the actions. Continue as time and interest permit.



Materials

ACTIVITY 1

Cards
Toys
226-266, 1 per child

Color Chips
30 blue
30 green
30 orange
30 red
30 yellow
Container

ACTIVITY 2

Color Chips
60, assorted colors

1. Focus: matching color chips with toy cards, and then describing the toys

Put the 150 chips into the container.

Ask the children to sit in a semicircle. Spread the toy cards, face up, on the floor in front of them. Let each child take two chips of different colors from the container. Say:

Let's find pictures of toys with the same colors as your chips. What colors do you have, (Arthur)? (Pause) Yes, your chips are (yellow) and (red). Do you see one toy that has both those colors?

The child should place the two chips on the chosen picture and then name the toy and the colors by saying, "The (ball) is (yellow) and (red)." Continue until everyone has had a turn. If time and interest suggest, let the children again choose two chips of different colors and repeat the activity.

2. Focus: linking color chips to make a chain, and then following directions that stress positional words

Give each child an equal number of chips to link into chains. Then help them link their individual chains into one long chain. Say:

Let's use this chain to play a following-directions game. Please listen carefully, so you will know what to do.

Have two children each hold one end of the chain as they stand several feet (a meter or two) apart. Ask the other children to line up in single file. The two children holding the chain should raise or lower it as needed for each of the commands listed below. After each action, have a child describe it in a sentence such as "We (walked) *under* the chain" or "We (hopped) *over* the chain."

1. Run *under* the chain.
2. Jump *around* the chain.
3. Jump *over* the chain.
4. Run *around* the chain.
5. Crawl *under* the chain.
6. Walk *under* the chain.
7. Step *over* the chain.
8. Walk *around* the chain.

95



Materials

ACTIVITY 1

Cards
Stories
433-450

Sound Book 1
Page 7

Teacher provides
Record player

ACTIVITY 2

Cards
Music
338

P. Mooney Stick

Sound Book 2
Page 6, band 4

Teacher provides
Record player

1. Focus: listening to the story "Terrapin Turtle's Travel Troubles," and answering questions about it

Hold the 18 story cards and say:

Let's listen to a new story called "Terrapin Turtle's Travel Troubles." The name of the story is fun to say. Let's say it together. (Do this) Now let's find out why the turtle had trouble going places. We will talk about the story after we listen to it.

Play the story as you follow the printed narrative on the backs of the cards. Then lead the discussion with questions like these:

1. What is the name of P. Mooney's friend?
2. Why was this story called "Terrapin Turtle's Travel Troubles"?
3. What were some of the ways to travel that P. Mooney suggested to Terrapin Turtle?
4. How were Terrapin Turtle's travel troubles solved?
5. What is your favorite way to travel?

VARIATION: To make the activity *harder*, play the story without showing the cards.

2. Focus: pantomiming the movements of turtles to the music "Contrasts" while stressing *fast* and *slow*

Hold the stick and say:

Terrapin Turtle needed a fast way to travel. Now let's use Mooney magic to pretend we are turtles like Terrapin. When the music is slow, we will move very slowly, as turtles usually do — but when the music is fast, we will slide and glide quickly on Mooney skates. Here we go!

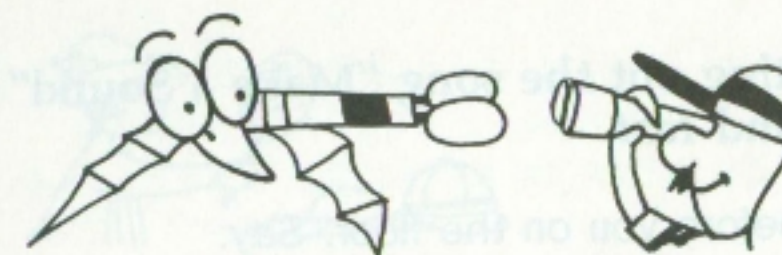
Wave the stick as you chant:

**Mooney Magic, do a trick.
Make turtles, P. Mooney Stick!**

Play the music as the children crawl to pantomime turtles. When the music changes to the faster tempo, they should pretend to strap on Mooney skates and go fast. Play the recording several times and praise all good efforts. End by waving the stick as you say:

**Eenie-meenie-Mooney-me;
Now let's be you and me.**

96



Materials

ACTIVITY 1

Cards
Vehicles (optional)
267-283

ACTIVITY 2

Cards
Music
333

Sound Book 2
Page 4, band 2

Teacher provides
Record player

1. Focus: brainstorming and comparing *vehicles*

Say:

A *vehicle* is something that takes people or things from one place to another. Let's say that word together.

After saying the word *vehicle* several times with the children, continue:

In the story, Terrapin Turtle imagined that he was riding in different vehicles. Let's think about all the ones we could use.

Help the children name all the vehicles they can. Then continue:

Now let's decide which vehicles are faster or slower than others. Which is faster, an (airplane) or a (balloon)? (Encourage unison response) Yes, you are right. An airplane is faster than a balloon.

Continue with the questions listed below. The children should respond in sentences.

1. Which is *faster*, a motorcycle or a bicycle?
2. Which is *slower*, a rowboat or a ship?
3. Which is *slower*, a helicopter or a jet?
4. Which is *faster*, a car or an ambulance?
5. Which is *faster*, a hot air balloon or a space capsule?
6. Which is *faster*, a horse and wagon or a camping trailer?
7. Which is *slower*, a fire truck or a school bus?
8. Which is *slower*, a sailboat or a jet boat?
9. Which is *faster*, a tractor or a horse?
10. Which is *faster*, a police car or a tow truck?
11. Which is *slower*, a submarine or a canoe?
12. Which is *faster*, a train or an airplane?

OPTIONAL: If the children have difficulty with the question, use the 17 vehicle cards as cues.

2. Focus: singing and acting out the song "Make a Sound" while stressing *slow* and *fast*

Ask the children to sit before you on the floor. Say:

Some ways to travel are fast, and other ways are slow. Let's learn a song about rowing a boat and doing a dance. Sometimes we will pretend to row a boat quickly, and sometimes we will pretend to row slowly. Then we will do a slow dance before we do a fast dance. Please listen and watch what I do.

Play band 2 and refer to the music card as you sing the verses with gestures. Invite the children to join you in repeating the song as long as time and interest permit.

97



Materials

ACTIVITY 1

Cards
People
200 207 210 216
201 208 212 217
203 209 213 218
206

Display Board
6 ledges

Puppets
Zoey
Thinking hat

ACTIVITY 2

Cards
Music
333

Sound Book 2
Page 4, band 1

Teacher provides
Record player

1. Focus: identifying *people* from descriptions in riddles

In random order, display the 13 people cards on the board.

Review the card labels with the children. Place Zoey (wearing her thinking hat) on your hand. Have her point to the cards as she says:

I know some riddles about these people. Please listen carefully and try to figure out which person I am describing. Then tell me in a sentence who it is.

Each time, the group or a volunteer should answer Zoey in a sentence such as "You are a (dentist)." Zoey may then invite a child to point to the right card.

1. I work in a school. You come to see me almost every day if you are in my class. Who am I? (teacher)
2. I wear a white coat. I use a small mirror to look at people's teeth. Who am I? (dentist)
3. I have black curly hair. I am looking at my watch. Who am I? (doctor)
4. I have a green glove. I am waving to you. Who am I? (clown)
5. I am wearing waterproof boots, coat, and hat. I am moving a hose. Who am I? (fire fighter)
6. I am wearing a yellow shirt. I am using a pair of scissors. Who am I? (barber)
7. I wear a red suit. I write with a stick of chalk. Who am I? (teacher)
8. I wear a blue uniform. I bring people news. Who am I? (mail carrier)
9. I comb and cut people's hair while they sit in my chair. Who am I? (barber)

10. I work in an office. I check people's teeth and fill their cavities. Who am I? (dentist)
11. I might work in an office or a hospital. I try to help sick people get well again. Who am I? (doctor)
12. I grow corn and wheat. I plow the field and milk the cows. Who am I? (farmer)
13. I work in a circus. I swing through the air on my trapeze. Who am I? (acrobat)
14. I can fly to the moon in my space capsule. Who am I? (astronaut)
15. I work in a circus. I wear a big baggy costume. I hope you think I am funny. Who am I? (clown)
16. I drive my truck to a fire and try to put out the fire. Who am I? (fire fighter)
17. I work in a store. I sell fruits, vegetables, and meat. Who am I? (grocer)
18. I drive my truck to your house and bring letters and packages. Who am I? (mail carrier)
19. I work with the doctor in an office or a hospital. I help to make sick people feel better. Who am I? (nurse)
20. I protect you from people who break the law. Call me if someone robs your house, and I will try to catch the robber. Who am I? (police officer)

VARIATION: To make the activity *harder*, do not use the cards.

2. Focus: singing and acting out the song "Make a Sound" while stressing *loud* and *soft*

Sit beside the record player, with the children standing before you.
Say:

People can clap and sing. Let's make those sounds as we sing the song again.

Play band 1 and refer to the music card as you lead the children in singing and doing the actions. Repeat as time and interest permit.

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Materials

ACTIVITY 1

Display Board

ACTIVITY 2

Manikin, Disassembled
Body parts
Facial features
Short hair

Puppets
P. Mooney

1. Focus: evaluating what is wrong with the manikin, and then reassembling it correctly

Set up the board and ask two children to assemble the manikin upon it.

Say:

We are going to use the manikin to play a game. While you keep your eyes covered, I will move one of the manikin's parts. Let's see if you can figure out what I did.

When the children have covered their eyes, place the manikin's mouth on its stomach. A volunteer may then describe the change in a sentence such as "The mouth is on the stomach." Then have another child return the mouth to its proper place. Continue with changes like these:

- | | |
|------------------------------|--------------------------|
| 1. turn the head upside-down | 5. reverse feet |
| 2. switch arms and legs | 6. reverse hands |
| 3. switch feet and hands | 7. turn nose upside-down |
| 4. switch eyes and ears | 8. switch nose and mouth |

2. Focus: following directions in the game P. Mooney Says while stressing *positional* words

Ask the children to stand before you. Place P. Mooney on your hand and have him say:

Let's have some fun playing my favorite game, P. Mooney Says. Today I will tell you where to put a part of your body. But listen carefully. If you do not hear "P. Mooney says," then don't move!

Have the puppet give commands like those below, omitting the phrase "P. Mooney says" about half the time. Check to make sure that the children move correctly. Have the puppet repeat any command a child misunderstands.

P. Mooney says . . .

1. Put your hands *on* your stomach.
2. Put your ear *on* your shoulder.
3. Put your face *in* your hands.
4. Put your fingers *over* your eyes.
5. Put one hand *behind* your back.
6. Put your nose *on* your knee.
7. Put your head *between* your legs.
8. Sit *on* your hands.
9. Put your thumb *in* your mouth.
10. Put your hands *between* your feet.

Continue as time and interest suggest.

99



Materials

ACTIVITY 1

Display Board
4 ledges

Poster 1

ACTIVITY 2

None

Sound Book 3
Page 11, band 1

Teacher provides
Record player

1. Focus: listening to "Sounds of the Farm in Spring," and then identifying each of them

Do not display the poster until asked to do so.

Say:

Close your eyes and listen carefully as I play some new sounds we might hear at a special place. Try to guess where we might be.

Play the band of sound effects. Afterwards, ask:

Where might we hear those sounds?

When the children answer, "A farm," use the ledges to fasten the poster to the board. If the children cannot answer, display the poster and ask them again. Then say:

Let's listen to the farm sounds again. Look at the poster this time, and try to figure out what is making each sound.

Repeat the recording and then call on children to name the sounds and point out their sources on the poster. Continue until all sounds and sources have been identified.

2. Focus: talking about farm work, and then saying and pantomiming a rhyme about planting an apple seed

Ask:

What kind of work do farmers do?

If no one mentions that farmers grow fruits and vegetables, suggest this. Then continue:

Let's pretend to be farmers as we say a rhyme about planting an apple seed. Please listen and watch as I go through it for you the first time. Then we will do it together.

Recite this rhyme with gestures:

Here's a little apple seed.

(Hold imaginary seed in one hand, point with other)

Plant it in the ground. (Pretend to plant seed)

Give it water every day. (Pretend to water plant)

Weed it all around. (Pretend to pull weeds)

Now the tree is growing, (Hang head and arms down)

Reaching to the sky. (Gradually lift head and arms up)

We can pick the apples now (Pretend to pick apples)

And make an apple pie!

(Pretend to put pie into oven, close oven door, and rub stomach happily)

Invite the children to join you in repeating the rhyme and actions several times.

100



Materials

ACTIVITY 1

Cards

Animals

3	10	20	31
5	11	21	32
6	12	22	33
7	13	26	36
8	14	27	37
9	18	30	38

Display Board
4 ledges

P. Mooney Bag
Poster 1

ACTIVITY 2

Display Board
4 ledges

Cards
Music
325

Poster 1

Sound Book 2
Page 1, band 3

Teacher provides
Record player

1. Focus: matching animal cards with animals in the poster "Farm in Spring," and then naming the animals

Use the ledges to fasten the poster to the board. Put the 24 animal cards into the bag.

Wear the bag and say:

Today the P. Mooney bag contains pictures of animals found on the farm. Let's see if you can match the animals on the cards with those on the poster.

Each child is to take an animal card and identify it in a sentence such as "This is a (horse)" before finding the same kind of animal on the poster. If there is more than one poster animal, the child should count and identify them by saying, "Here are (five horses)." Continue until every child has had a turn or until all the animal cards have been used.

VARIATION: To make the activity *harder*, have each child also tell how animals in the same family are the same and how they are different.

2. Focus: singing "The Is-Are Song," and then imitating animal sounds

Hold the music card and say:

Let's sing about the sounds farm animals make. Come up and choose an animal on the poster, (Delores).

Have the child point to the animal as you play band 3 (instrumental version) and lead the group in singing. Refer to the music card and stress the plurals as you sing. The children should end the verse by making the animal sound. Continue with other animals chosen by the children.

Keep in Mind...

After each lesson in the program, individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn should be tutored. Aides could help you with this task.

101



Materials

ACTIVITY 1

Cards
Stories
353-368

Sound Book 1
Page 2

ACTIVITY 2

None

1. Focus: listening to the story "P. Mooney and Mr. Nobody," and talking about missing body parts

Say:

Let's listen again to the story "P. Mooney and Mr. Nobody." Mr. Nobody's last name is made of two words: *no* and *body*. Let's say it together. (Do this) He was called "Mr. Nobody" because no one could see him. After we hear Mr. Nobody's story, we will talk about his body parts.

Play the story. During the narration, show the story cards in order as you scan the printed copy on the back of each picture. After showing each card, lay it facedown on your lap. When the story ends, say:

Now let's pretend that Mr. Nobody's blue medicine is wearing off and his body parts are disappearing. (Show card 365) What body parts are missing in this picture?

Show story cards 361 through 365 in reverse order as the children take turns naming the body parts missing from each picture.

2. Focus: imitating body movements, and moving imaginatively

Have the children stand before you. Say:

Our body parts are like Mr. Nobody's, but we do not need blue medicine to let other people see us. We can watch one another do exercises right now. Please listen and then do what you see me doing.

Say sentences like those given below. Each time, invite the children to join you in doing the action.

- | | |
|------------------------|---------------------|
| 1. I clap my hands. | 4. I reach up high. |
| 2. I jump up and down. | 5. I run in place. |
| 3. I blink my eyes. | 6. I touch my toes. |

7. I touch my nose.
8. I open and close my mouth.

Repeat as time and interest suggest. If children are able, have them join in saying the descriptions.

102



Materials

ACTIVITY 1

Display Board
Manikin, Movable

ACTIVITY 2

Cards
Music
338

Teacher provides
Record player

Sound Book 2
Page 6, band 4

1. Focus: thinking about and imitating the manikin's positions

Set up the board and put the manikin on it.

Stand beside the board, with the children standing facing you. Say:

Watch carefully as I move the manikin into different positions. Then try to do the same thing with your own body. Our bodies won't be able to do everything the manikin can. But let's try!

Position the manikin as indicated below. Help the children decide whether their bodies can move that way as they attempt to imitate each of the poses.

1. bend legs backwards
2. turn head upside down
3. lift arms over head
4. turn hands back on arms
5. touch chin to chest
6. nod head
7. look at the ceiling
8. touch nose with foot
9. bend legs forward from knee
10. turn feet upside down
11. stand on tiptoe
12. touch head with your toes
13. touch stomach with your toes
14. touch bottom with elbow
15. bend backwards at waist
16. curl up in a ball

2. Focus: listening to and talking about the music "Contrasts," and then moving to it imaginatively

Hold the music card and say:

Let's listen to some music and think about how we would move to it. Imagine what animals or other things might move that way, too.

Play the music. Afterwards, have the children describe how the changes in tempo would affect their movements. Then discuss what they imagined while listening. Continue:

Now let's play the music again. Move the way it makes you feel as you hear it.

Play the music and move in response to it with the children. Assist any child who has difficulty with changes in tempo. Praise all efforts.



Materials

ACTIVITY 1

None

ACTIVITY 2

Puppets
Zoey
Action hat

1. Focus: describing clothing while stressing numbers and colors

Say:

Your clothes are many different colors, and you are wearing only one of some items and two of others. Let's take turns describing our clothes by color and number. You may go first, (Oliver). Tell us in a sentence about something you are wearing.

The child should specify the color and number of items as they are named in a sentence such as "I am wearing (a green shirt, blue overalls, two white socks, and two blue tennis shoes)." Continue with other children.

VARIATION: To make the activity *easier*, have the children name their clothes without descriptive words.

2. Focus: following directions involving clothing

Stand with the children. Place Zoey (wearing her action hat) on your hand. She says:

I am wearing my red action hat, so let's play an action game. I will tell you to do something if you are wearing a certain item. Please listen carefully and look at your clothes to see if you should move.

After Zoey gives each command listed below, check to see that the right children are moving.

1. If you are wearing a *shirt*, then clap your hands.
2. If you are wearing *underwear*, then turn around two times.
3. If you are wearing *socks*, then jump up and down.
4. If you are wearing a *sweater*, then make a funny face.
5. If you are wearing a *dress*, then run in place.
6. If you are wearing *shoes*, then touch your toes.

7. If you are wearing *jeans*, then reach up high.
8. If you are wearing a *skirt*, then sit down on the floor.
9. If you are wearing a *hat*, then stand on your head.
10. If you are wearing a *belt*, then wave your hand.
11. If you are wearing a *jacket*, then twist your body.
12. If you are wearing *shorts*, then kneel on both knees.
13. If you are wearing a *scarf*, then slide across the floor.
14. If you are wearing *trousers*, then turn around quickly.
15. If you are wearing a *blouse*, then bend down two times.
16. If you are wearing *shoes*, then shake all over.

Continue as time and interest suggest.

VARIATION: To make the activity *harder*, add color to each direction, like this: "If you are wearing a red shirt, then clap your hands."



Materials

ACTIVITY 1

Cards

Clothing

39	43	60	67
40	47	61	69
41	49	62	71
42	58	65	72

Display Board

2 ledges

Manikin, Movable

P. Mooney Bag

ACTIVITY 2

Display Board

1 ledge

Cards

Clothing

42* 43* 58* 65*

Music

325

Sound Book 2

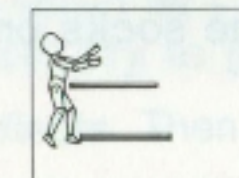
Page 1, band 3

Teacher provides

Record player

1. **Focus:** naming and classifying clothing which is worn on the top half and on the bottom half of the body

Set up the board and put the manikin near the left edge of it. Place the ledges so they touch the manikin's waist and feet, like this:



Put these clothing cards into the bag: 40, 41, 42, 43, 47, 60, 61, and 65. Stack clothing cards 39, 49, 58, 62, 67, 69, 71, and 72.

Holding the bag on your lap, say:

The P. Mooney bag contains pictures of clothes that the manikin might wear. Let's decide whether they would be worn on the manikin's top half (point to top ledge) or on the manikin's bottom half. (Point to bottom ledge) Come and pick a card from the bag, (Corinne). (Pause) What did you choose? (Pause) Would the (cap) go on the top or on the bottom half?

The child should respond in a sentence such as "The (cap) would go on the (top half) of the manikin" and then place the card on the proper ledge. Continue with other children. As the ledges are filled, remove and set aside the cards. Proceed until the bag is empty. Then put the remaining cards into the bag and continue in the same manner.

2. Focus: singing "The Is-Are Song" while naming clothing and showing where it is worn

Stand beside the record player and the board, with the children standing and facing you. Place card 42 on the ledge and say:

Let's sing about where we would wear these boots. When the song asks "Where would I put some boots on you?", show me where boots are worn.

Play band 3 (instrumental version) and refer to the music card as you sing:

1. Boot is one; boots are two.

Where would I put some boots on you?

Encourage the children to show you by pointing where boots are worn as they join you in repeating the verse. A child may then answer the song's question with a sentence such as "You would put boots on my feet." Continue with these verses:

2. Cap is one; caps are two.

Where would I put a cap on you?

3. Shirt is one; shirts are two.

Where would I put a shirt on you?

4. Sock is one; socks are two.

Where would I put some socks on you?



Materials

ACTIVITY 1

Display Board
4 ledges

Poster 3

Sound Book 3
Page 11, band 3

Teacher provides
Record player

ACTIVITY 2

Color Chips
5 per child

Display Board
4 ledges

Poster 3

Puppets
P. Mooney

1. Focus: listening to "Sounds of the Department Store," and then identifying each while looking at the poster "Department Store"

Do not display the poster until asked to do so.

Say:

Close your eyes and listen as I play some sounds we might hear at a special place. Try to guess where we might be.

Play the band of sound effects. Then ask:

Where might you hear those sounds?

If no one guesses correctly, give hints and ask the question again. Then use the ledges to fasten the poster to the board. Say:

Yes, this is a department store. Let's listen again to the sounds you might hear there. As you listen, look at the poster and decide what might be making each sound.

Play the sound effects several times, and let the children take turns naming and pointing out the source of each sound.

VARIATION: To make the activity *harder*, have the children think of other sounds which might be heard in a department store.

2. Focus: pretending to shop at the department store while stressing counting

Leave the poster from Activity 1 on display.

Give each child five color chips. Put P. Mooney on your hand. Have him point to the poster as he says:

Let's use our color chips for money to shop at this department store. I will be the salesperson. You will be the

shoppers and may choose something to buy. Please come to the store, (Karl), and tell us what you want to buy. (Pause) You would like some (red blocks) from the toy department. That will be five color chips, please. (Pause) Thank you.

The child should pretend to carry the purchase away. Continue with other children. Once they understand the game, allow them to take turns holding P. Mooney and being the salesperson. Assist any child who has difficulty counting out five chips.

VARIATION: To make the activity *harder*, give children more than five chips apiece and have them vary the prices.



Materials

ACTIVITY 1

Color Chips
All
Container

ACTIVITY 2

Color Chips
Container
1 set of 8 colors

Puppets
P. Mooney

1. Focus: identifying brown color chips, and finding and naming objects of the same color

Sit with the children in a circle, and place all the chips in the center. Ask:

Who can find a brown color chip? (Pause) Yes, your chip is brown, (Yolanda). Let's find the rest of the brown chips and pile them together here. (Indicate activity area)

When all brown chips have been identified, the children may each take one and look for something brown in the room. Ask them to stand beside what they find. Let the children take turns naming their brown objects in a sentence such as "I found a brown (crayon)." Help as necessary, and continue until everyone has had a turn. Have the children return all the chips to the container.

2. Focus: identifying colors from rhyming words

Link the set of eight chips into a chain.

Ask the children to sit in a circle with you. Place P. Mooney on your hand. Have him hold up the chain and say:

Here is a chain of many colors. Let's name the colors as I point to each chip. (Point) Red. (Pause) Yes, this chip is red.

Continue with the remaining seven colors. Each time, make sure the children know the color before you go on to the next.

Afterwards, the puppet says:

Now let's play a listening game. I will say a word that rhymes with a color. Name the color for me. Let's try. What color sounds like *bed*? (Pause) Yes, *red* sounds like *bed*.

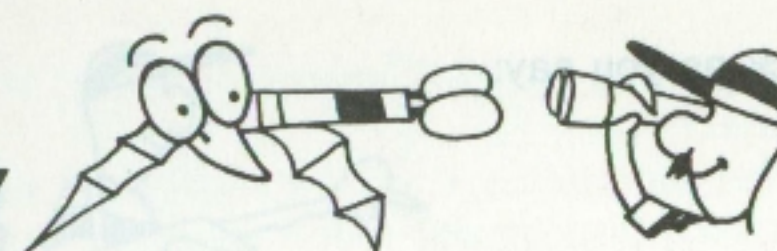
Continue with questions like those listed below. If the children have difficulty, lead them in naming the colors on your chain until they find the right one.

1. What color rhymes with *mellow*?
2. What color rhymes with *glue*?

3. What color rhymes with *preen*?
4. What color rhymes with *porange*?
5. What color rhymes with *crown*?
6. What color rhymes with *flack*?
7. What color rhymes with *sight*?

VARIATION: To make the activity *harder*, have P. Mooney call on individuals to name other rhyming words for the class to match with the color chip chain.

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Materials

ACTIVITY 1

Cards
Animals
1-38

ACTIVITY 2

P. Mooney Stick

1. Focus: brainstorming animals that move in certain ways

Hold the 38 animal cards and say:

Animals move in many different ways. Some animals can fly. Use a sentence to name an animal that can fly, (Nathan).

The child should respond in a sentence like "A (butterfly) can fly" or "A (bird) flies." Continue with other children, encouraging them to think of as many flying animals as they can. As necessary, give clues and use the cards as cues. Then ask the class to name animals that move in each of these ways:

- | | | |
|---------|----------|-----------|
| 1. hop | 3. crawl | 5. gallop |
| 2. walk | 4. swim | 6. climb |

2. Focus: describing and pantomiming animal movements

Stand with the children. Hold the stick and say:

Let's move like animals. The P. Mooney stick will turn us into rabbits first. How do rabbits move?

Encourage the children to describe thoroughly how rabbits move. Then wave the stick as you say:

**Eenie, Mooney,
Macaroony!
What are we today?
We are all hopping rabbits;
Now it's time to play!**

Encourage the children to hop around the room. After a short while, "change" the children into an animal listed below, and have them imitate its movements. Repeat this procedure with each remaining animal.

- | | |
|-----------------------|-----------------------|
| 1. climbing squirrels | 4. crawling bugs |
| 2. galloping horses | 5. flying butterflies |
| 3. swimming goldfish | |

End by waving the stick as you say:

**Eenie, Mooney,
Macaroony!
Now let's be
You and me!**

108



Materials

ACTIVITY 1

Cards
Stories
339-352

Display Board
6 ledges

ACTIVITY 2

P. Mooney Stick

1. Focus: identifying story cards of "How P. Mooney Got the P. Mooney Stick," and then retelling the story

Set up the board and ledges. Display the 14 story cards in random order.

Point to the cards on display as you say:

P. Mooney has a special stick. Today let's remember how he found it. But the story cards are out of order! (Point) The story is all mixed up. I will read a sentence from the story. Then we will find the card that shows what is happening.

After reading one of the sentences listed below, ask a child to find the corresponding card, to be placed in the upper left-hand corner of the board. The child should then tell the part of the story shown on the card. Continue, having the cards placed in left-to-right order.

1. One day P. Mooney was flying around in his High Flyer and looking for forest fires.
2. He looked down and saw a poor little tree drooping all its branches.
3. He landed the High Flyer, got out, and looked carefully at the little tree.
4. He reached down into his P. Mooney bag and took out some wooden stakes to prop up the tree limbs.
5. He took his watering can and poured plenty of water around the roots of the tree.
6. Then he snipped a few branches from the older trees that were shading the young tree from the sun, so that the little tree could get plenty of sunlight.
7. Then he looked at the little tree. Already it seemed healthier.
8. When P. Mooney flew back to the forest, he looked down at the little tree, which now looked much better.
9. He visited the little tree and was delighted to see how much it had grown.

10. P. Mooney saw a very strange branch growing from the little tree's trunk.
11. Two weeks later, he visited the tree again and saw that the strange branch had grown much longer.
12. He was so excited when he saw that the little branch had a head just like his.
13. He reached down into his P. Mooney bag and pulled out a little saw. Very carefully, he sawed off the P. Mooney stick close to the trunk of the little tree.
14. P. Mooney thanked the little tree and said good-bye. He put his new P. Mooney stick over his shoulder and walked off through the forest, feeling very happy.

2. Focus: identifying one's name from rhyming words in a P. Mooney-stick game

Stand with the children in a circle. Hold the stick and say:

We are going to use the P. Mooney stick to play a game.

First let's practice the rhyme we will say:

(Betty), be nimble; (Betty), be quick.

(Betty), jump over the P. Mooney stick.

Practice the rhyme several times with the children before continuing:

Our game will be a little different this time we play it.

Instead of saying your name in the rhyme, I will say a word that sounds like your name. Listen carefully, so you will know when to move. I will let (Betty) go first.

Lay the stick on the floor and lead the group in saying:

(Metty), be nimble; (Metty), be quick.

(Metty), jump over the P. Mooney stick.

Continue with rhymes for other children's names as the game is repeated. Use the names in random order, and continue until everyone has had a turn.



Materials

ACTIVITY 1

None

ACTIVITY 2

Cards

Music

324

Puppets

P. Mooney

Sound Book 2

Page 1, band 1

Teacher provides

Record player

1. Focus: identifying things from riddles, and then describing the items

Say:

Let's play a guessing game. Listen to each clue and guess the answer. We will talk about the answer to each riddle.

Pause after each clue in the sets given below. When the answer is guessed, call on several children to describe the item in sentences.

1. I am thinking about an animal that has two feet. . . . It has feathers. . . . It lives in nests and can fly. (bird)
2. I am thinking about an animal that has four feet and a long tail. . . . It has soft fur. . . . It purrs and says meow. (cat)
3. I am thinking about an animal that lives on land and in the water. . . . It is round and has a hard shell. . . . It has four short legs and moves very slowly. (turtle)
4. I am thinking about two pieces of clothing that look the same. . . . They are used when it rains or snows. . . . They keep your shoes and feet from getting wet. (boots)
5. I am thinking about a fruit that is round and usually red. . . . It is juicy and good to eat. . . . It grows on a tree. (apple)
6. I am thinking about an animal that has feathers. . . . It has two feet and wings. . . . It lays eggs for us to eat. (hen)
7. I am thinking about two pieces of clothing that look the same. . . . You put them on when it's cold outside. . . . They keep your hands warm. (mittens or gloves)
8. I am thinking about something that is large and round. . . . It is orange. . . . You can make it into a jack-o'-lantern at Halloween. (pumpkin)

9. I am thinking about a person who colors his face. . . . He wears funny clothes and does tricks at the circus. . . . He makes people laugh. (clown)
10. I am thinking about something you can buy at the store. . . . It is small and wrapped in paper. . . . It should not be eaten but only chewed. (chewing gum)
11. I am thinking about something that is long and narrow. . . . It is sharp on one side. . . . You use it to cut your food into pieces. (knife)
12. I am thinking about a toy that is round. . . . It stretches and gets bigger. . . . It may break if you blow too much air into it. (balloon)
13. I am thinking about someone who is our friend. . . . He has a round nose. . . . He has a blue-and-red striped shirt. (P. Mooney)

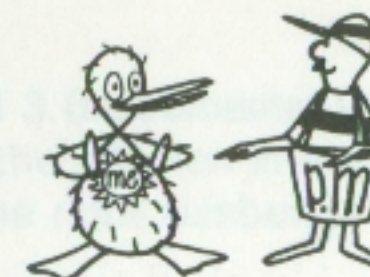
2. Focus: singing, acting out, and retelling the song "I'm P. Mooney"

Stand beside the record player, with the children standing before you. Place P. Mooney on your hand. He says:

Let's listen to my song again. As you listen, try to remember what my song tells you about me.

Refer to the music card as you play band 1. Afterwards, have P. Mooney discuss the song's major points with the children. Repeat the recording several times, letting the puppet lead the children in singing and acting out the words.

110



Materials

ACTIVITY 1

Cards				
Foods				
99	110	127	136	
100	114	128	137	
103	116	132		
108	121	133		
109	125	134		

ACTIVITY 2

Cards	
Foods (optional)	
(same as for Activity 1)	
Music	
332	

Display Board (optional)
6 ledges (optional)

Sound Book 2
Page 3, band 4

Teacher provides
Record player

1. Focus: thinking and talking about how foods are eaten

Hold the 17 stacked food cards and say:

Sometimes we use our hands to hold the food we are eating, and sometimes we use knives, forks, and spoons. (Show card 100) What would we use to eat cereal with milk on it? (Encourage unison response) Could we eat it with something other than a spoon? (Pause) What would happen if you used a fork (a knife or your hands) to eat cereal and milk?

Call on volunteers to answer. Continue with the remaining cards.

2. Focus: singing the song "Things That Go Together" to name foods one likes

Say:

Let's sing "Things That Go Together." Think about what you like to eat. (Pause) When I point to you during the song, name a food you like.

Play band 4 (instrumental version) and point to four children in turn during the verse. Repeat with other children and a new selection of foods each time. Continue until everyone has had a turn.

VARIATION: To make the activity easier, place the food cards from Activity 1 on the board in groups of four for each verse.



Materials

ACTIVITY 1

Fruits & Vegetables

All fruits

P. Mooney Bag

ACTIVITY 2

Cards

Music

325

Fruits & Vegetables

2 apples

2 bananas

2 oranges

2 strawberries

Sound Book 2

Page 1, band 3

Teacher provides

Record player

Table

1. Focus: naming fruits and remembering the sequence in which they were arranged

Put the fruits into the bag.

Wear the bag and say:

Please watch carefully as I take some fruits from the P. Mooney bag. We will name them together. Then you may whisper their names to yourself to help you remember them.

Place an apple, an orange, and a banana in a row on the floor in front of you. Have the fruits named in left-to-right order as seen by the group. Continue:

Now let's see if you are good detectives. While you are not looking, I will change around two of the fruits. See if you can tell which fruits were changed.

After the children cover their eyes with their hands, exchange the banana and the orange. Then ask the children to look again as you call on volunteers to tell what fruits were changed. Expand brief responses by saying, "Yes, the orange and the banana were changed around." Continue by having a child choose and arrange the fruits before another child changes their order.

VARIATION: To make the activity *harder*, use more than three fruits.

2. Focus: singing and acting out "The Is-Are Song" while naming fruits

Put the eight fruits on a table in front of you.

Stand beside the record player, with the children standing before you. Point to the fruits and say:

Let's sing about these fruits.

Play band 3 (instrumental version) and refer to the music card as you lead the children in singing the verses given below. Each time, hold up the right number of fruits and stress the verb forms and plurals.

1. **Apple is one;** (Hold up one apple)
Apples are two. (Hold up two apples)
I can bite an apple; can you?
(All pretend to bite an apple)
2. **Banana is one;** (Hold up one banana)
Bananas are two. (Hold up two bananas)
I can peel a banana; can you?
(All pretend to peel bananas)
3. **Orange is one;** (Hold up one orange)
Oranges are two. (Hold up two oranges)
I can squeeze an orange; can you?
(All pretend to squeeze oranges)
4. **Strawberry is one;** (Hold up one strawberry)
Strawberries are two. (Hold up two strawberries)
I can pick strawberries; can you?
(All pretend to pick strawberries)

Repeat, asking children to hold up the fruits for each verse. Continue as time and interest suggest.



Materials

ACTIVITY 1

Cards
Clothing (optional)
39 44 50 63
42 46 55 65
43 49 57 67

Display Board (optional)
6 ledges (optional)

ACTIVITY 2

None

1. **Focus: identifying clothing from their descriptions in riddles using rhyming words, and then talking about the words**

Say:

Let's play a listening-and-thinking game. After I say each riddle, I will give you the answer and a word that rhymes with it. You must tell me which word is the answer. Let's try. I am something in which you can carry money. Am I a *purse* or a *nurse*? (Pause) Yes, I am a *purse*.

Each time, the children are to say the correct word in unison. Make sure the children understand both words by saying, "Yes, you know what a (purse) is, but what is a (nurse)? (Pause) That's right; a (nurse) is (someone who takes care of sick people)."

Suggested riddles:

1. A girl would wear me under a dress. Am I a *lip* or a *slip*?
2. I keep you warm when it's cold outside. Am I a *goat* or a *coat*?
3. You wear me on your feet. Am I *socks* or a *box*?
4. A girl would wear me with a skirt. Am I a *blouse* or a *mouse*?
5. You wear me on your head. Am I a *map* or a *cap*?
6. I keep you from getting too cool. Am I a *sweater* or a *letter*?
7. I keep your feet dry in rain and snow. Am I your *suits* or your *boots*?
8. A girl would wear me. Am I a *dress* or a *mess*?
9. I keep your hands warm in winter. Am I your *mittens* or your *kittens*?
10. You wear me on your finger. Am I a *wing* or a *ring*?
11. You like to wear me when you play. Am I *beans* or *jeans*?

VARIATION: To make the activity *easier*, display the 12 clothing cards as you present the riddles.

2. **Focus: imagining, talking about, and acting out wearing clothes**

Stand with the children and say:

Let's imagine what it would be like if we put on our clothes the wrong way. What would happen if we put both legs into just one leg of our pants? (Encourage individual responses) Show me how you would walk if you had both legs in one pants leg.

When the children have done so, continue with the situations listed below. In each case, the children should discuss how they would look and feel before showing you how they would move.

1. shoes worn backwards
2. cap worn over eyes
3. shoes tied together
4. arms inside shirt
5. jacket on backwards with hood pulled up
6. high-heeled shoes on the wrong feet



Materials

ACTIVITY 1

Display Board
4 ledges

Magnetic Shapes
20 large
20 small

ACTIVITY 2

Cards
Music
334

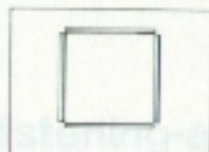
Magnetic Shapes
20 large

Sound Book 2
Page 5, band 1

Teacher provides
Record player

1. Focus: classifying magnetic shapes by shape or color

Set up the board and use the ledges to make a large square in the center, like this:



Ask two children who need the experience to go to the board and arrange the 40 shapes outside the square.

Say:

Let's see how fast you can find the shapes I ask you to get.
Put them inside this square. (Point) Find all the (circles),
(Doris and Randy).

When all the correct shapes are inside the square, say, "Tell us what you found, (Doris and Randy)." The children should each respond in a sentence such as "I found all the (circles)." Then let them choose two other children, and repeat the procedure, using these commands:

1. Find all the **squares**.
2. Find all the **triangles**.
3. Find all the **rectangles**.
4. Find all the **red shapes**.
5. Find all the **blue shapes**.
6. Find all the **yellow shapes**.
7. Find all the **green shapes**.
8. Find all the **black shapes**.

Continue until everyone has had a turn.

2. Focus: singing and acting out the song "Find That Shape"

Have the children stand in a large circle. Ask two children to spread out the shapes on the floor inside the circle. Say:

Let's take turns finding shapes as we sing a new song.
When it is your turn, find the shapes that are asked for in
the song and hold them up.

Invite five children to stand inside the circle. Play band 1 and refer to the music card as you lead the children in singing the four verses. As the song progresses, check to be sure that the five children in the center each find and hold up the correct shape for each verse. Repeat the song with other groups of five. Continue until everyone has had a turn.



Materials

ACTIVITY 1

Cards
Household Items
154 165 179 192
161 169 183 196
162 173 188
164 176 189

Display Board
6 ledges
Puppets
Zoey
Thinking hat

ACTIVITY 2

None

1. Focus: identifying household items from descriptions of color and function

Display the 14 household cards on the ledges of the board.

Place Zoey (wearing her thinking hat) on your hand. She says:

Let's solve some riddles about things found in a house. I will give you two clues about a household item. The first clue will be its color; the second clue will be how it is used. When I call on you, please name the household item in a sentence and point to its card.

Zoey should use these statements:

1. I am thinking of something red. (Pause) It is used when we cook soup. (saucepan)
2. I am thinking of something in a blue container. (Pause) We use it to blow our nose. (facial tissues)
3. I am thinking of something red. (Pause) It plays music. (radio)
4. I am thinking of something orange. (Pause) Two or three people could sit on it. (couch)
5. I am thinking of something green. (Pause) We use it to carry water. (pail)
6. I am thinking of something blue. (Pause) We sleep on it. (bed)
7. I am thinking of something orange. (Pause) We sit at it to eat breakfast. (kitchen table)
8. I am thinking of something green. (Pause) We use it when we iron clothes. (ironing board)
9. I am thinking of something yellow. (Pause) It holds beans while they are baking. (baking dish)
10. I am thinking of something in a red-and-white tube. (Pause) We use it when we brush our teeth. (toothpaste)

11. I am thinking of something green. (Pause) We use it when we wash the dishes. (kitchen sink)
12. I am thinking of something blue. (Pause) We use it to comb our hair. (comb)
13. I am thinking of something yellow. (Pause) We use it when we bake cookies, boil water, roast turkeys, and cook many other foods. (stove)
14. I am thinking of something green. (Pause) We use it to pick up dust after we sweep. (dustpan)

2. Focus: identifying pantomimed household items

Say:

Please watch as I pretend to use something you might have at home.

As you pantomime sweeping with a broom, ask:

What am I doing? (Encourage children to respond in sentences)
Yes, I am (sweeping with a broom). Let's do it together.

Continue with these actions:

1. combing hair
2. drinking from a cup and saucer
3. ironing on an ironing board
4. mopping the floor
5. talking on the telephone
6. taking a bubble bath
7. watching television
8. brushing teeth
9. washing dishes in the kitchen sink
10. cutting cloth with scissors
11. dancing to a record on the record player
12. scrubbing the floor with the scrub brush and pail

Continue by having the children take turns doing their own pantomimes for the group to identify. Help as necessary.



Materials

ACTIVITY 1

Cards
Numerals & Color Shapes
314-323

Color Chips
Container
1 set of 8 colors per child
1 set of 8 colors for self

P. Mooney Bag

ACTIVITY 2

Cards
Music
334

Color Chips
Container
1 set of 8 colors per child

Sound Book 2
Page 5, band 2

Teacher provides
Record player

1. Focus: naming and matching colors in the game Color Bingo

Put your eight chips into the bag.

Have the children sit in pairs on the floor before you, and hand out one set of eight chips, all colors, to each child. Give each pair one of the number cards and have them name the colors on their cards. Then hold the bag and say:

Let's play a game called Color Bingo. I will show you a chip from the P. Mooney bag. Name the color of the chip, and then look on your card to see if it has the same color. If so, take your matching chips and place them upon that color on the card. We will see whose card first has two chips on every color. When you have matched all four colors, say, "Bingo!"

Hold up a color chip from the bag and check to see that the children respond correctly. Continue until one pair has two chips on each of a card's four colors. Ask each child of the pair to name the colors. Then have all the children exchange cards, and repeat the game. When the children understand the game, have the winners take turns holding up chips for the group. Continue as time and interest suggest.

2. Focus: singing and acting out the song "Find That Color"

Give each child a set of eight chips, all colors.

Ask the children to sit in a circle. Have them place their chips on the floor in front of them. Say:

Let's sing a song about finding colors. Please listen carefully and hold up the color chip you are asked to find. I will go through the song the first time. Then we will do it together.

Play band 2 (instrumental version) and refer to the music card as you sing this verse:

**Find yellow, find yellow. (Hold up yellow chip)
Can you find the color yellow?
Find yellow; find yellow.
Can you find that color?**

Invite the children to join you as you repeat the verse. Continue with other verses, using the remaining colors: black, blue, brown, green, orange, red, and white. Once the children know the song, let them take turns choosing the color for each verse. Repeat as time and interest suggest.



Materials

ACTIVITY 1

Cards
Stories
353-368

ACTIVITY 2

Cards
Stories
(same as for Activity 1)

Display Board
6 ledges

1. Focus: retelling the story "P. Mooney and Mr. Nobody"

Hold the 16 story cards and say:

One of our stories is about someone who could not be seen when P. Mooney first met him. What is his name? (Encourage unison response) Yes, his name is Mr. Nobody. Let's look at the story cards and tell his story. Then we will talk about it together.

Show the cards in sequence one by one as the children take turns describing the action shown. Then lead the discussion with questions like these:

1. What was P. Mooney doing when he met Mr. Nobody?
2. What were some things that happened to Mr. Nobody when people could not see him?
3. How did P. Mooney help Mr. Nobody?
4. What happened when Mr. Nobody took the Blue Mooney Medicine?
5. How do you think Mr. Nobody felt after P. Mooney helped him?

2. Focus: talking about the story "P. Mooney and Mr. Nobody," and sequencing the story cards

Display the 16 story cards in random order on the board ledges.

Ask:

What do you think Mr. Nobody would be doing now if P. Mooney had not come along to help him?

Accept all suggestions, making comments such as "Yes, that could have happened!" Then ask:

What did P. Mooney have in his bag that could help Mr. Nobody? (Encourage unison response) Yes, he had Blue Mooney Medicine.

Place card 360 on the upper left ledge of the board, moving the other cards if necessary. Then say:

When P. Mooney gave Mr. Nobody the Blue Mooney Medicine, Mr. Nobody began to appear. Let's look at the other cards and put them in the right order.

Help as necessary with questions such as "What body part began to show first?" and "After Mr. Nobody's hands appeared, what body part began to show next?" Call on volunteers to answer in sentences such as "Then Mr. Nobody's (body) appeared." As the cards are chosen, have them placed on the board in left-to-right order as seen by the group. Continue until the sequence is complete.



Materials

ACTIVITY 1

None

ACTIVITY 2

Cards
Music
332

Sound Book 2
Page 3, band 4

Teacher provides
Record player

1. Focus: imagining and talking about being invisible

Ask the children to sit before you. Say:

Before Mr. Nobody took the Blue Mooney Medicine, he was invisible. Let's close our eyes and think what it would be like if no one could see us. (Pause) What are some things that you might do if you could not be seen?

Encourage discussion, and comment on imaginative responses. Then say:

Now let's pretend that Mr. Nobody is still invisible.

Stimulate discussion with questions like these:

1. What would happen if Mr. Nobody came to dinner at your house?
2. How would we be able to play games with Mr. Nobody?
3. If Mr. Nobody needed help, how would we find out?
4. How could we make Mr. Nobody feel that he was part of our group?
5. How would we know when Mr. Nobody was sad (or happy)?

Conclude with discussion of these questions:

Mr. Nobody did not like it when no one could see him. Would you like being invisible? Why or why not?

2. Focus: singing the song "Things That Go Together" while naming and doing actions

With the children gathered around you, say:

Let's do some actions with our bodies. Watch me and do what I do. (Turn around) What did we do? (Pause) Yes, we turned around.

Have the children imitate and then name together the following actions: turn, clap, twist, wave. Then play band 4 (instrumental version) and refer to the music card as you lead the children in doing the actions and singing this verse:

1. There are things that go together,
Belong together.
There are things that go together
In a group like this:
Turn, clap, twist, wave.
There are things that go together,
And they are **ACTIONS!**

Continue as above with verses about these groups of actions:

2. kneel, stretch, bend, jump
3. hop, slide, reach, shake



Materials

ACTIVITY 1

Cards

Vehicles

267 272 275 280
268 273 276 282
270 274 279

Display Board

6 ledges

Sound Book 3

Page 9, band 6-7

Page 10, bands 1-9

ACTIVITY 2

Cards

Vehicles

267* 272* 276* 280*
268* 273* 277 281
269 274* 278 282*
270* 275* 279* 283
271

Display Board

6 ledges

Puppets

Zoey

Thinking hat

1. Focus: listening to the "Sounds of Vehicles," and then identifying each one

Display the 11 transportation cards on the board.

Review the card labels with the children. Then say:

Sometimes we can recognize a way to travel by hearing its sound. Let's listen to some new sound effects made by vehicles. Try to figure out which one makes the sound you hear.

Play the sound effects, one band at a time. Stop after each sound and have the children talk about what could make it. When the group identifies the sound correctly, invite a child to point to the corresponding card. Remove the cards, and play the sound effects again, in random order. This time, volunteers should identify the vehicle by saying, "I heard an (airplane)." If a child has difficulty, repeat the band. Continue until everyone has had a turn.

2. Focus: thinking and talking about vehicles appropriate for different trips

Display transportation cards 267 through 278. Stack cards 279 through 283.

Have Zoey (wearing her thinking hat) within reach. Hold the stacked cards on your lap. Say:

Zoey is going to do some traveling. You are to take turns pretending to be Zoey and deciding what vehicle to use.

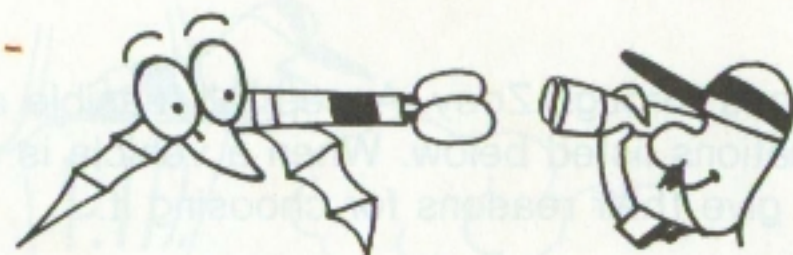
Let volunteers respond through Zoey. Accept all feasible answers for each of the situations listed below. When a vehicle is chosen, ask the children to give their reasons for choosing it.

1. The first place Zoey plans to visit is the moon. What vehicle should she use? (space capsule)
2. Zoey wants to go fishing in the middle of the lake. How could she get there? (rowboat)
3. P. Mooney and Zoey are going camping. What should they use to go on their trip? (camping trailer)
4. Zoey wants to ride to school with all of you. How will you go? (school bus)
5. Zoey has a very sick friend who needs to get to the hospital right away. Which vehicle is right for this job? (ambulance)

Remove the cards chosen for the first five trips, and display the stacked cards. Continue as before.

6. Zoey is planning to go to the library. Tell me all the ways she could get there. (bicycle, bus, car, etc.)
7. Zoey is planning to go across the ocean to Africa to do some exploring. Can you help her decide how to get there? (jet, ship)
8. Zoey must get to a fire as fast as she can. How can she get there fast? (police car, fire truck)
9. Zoey wants to go to a faraway country very fast. How could she get there? (jet)
10. Zoey wants to help deliver the mail. What vehicle would be right for this job? (mail truck)
11. Zoey wants to be able to look down on the tops of trees. What vehicle should Zoey use? (jet, helicopter)
12. Zoey has just bought a new refrigerator, and needs to go to the store and get it. What vehicle should she use? (pick-up truck)
13. P. Mooney's Rock Roller has broken down, and Zoey wants to help him move it to a service station. What vehicle could do this job? (tow truck)
14. Zoey would like to take a trip across the country. Tell me all the ways Zoey could do this. (train, jet, car, bus, etc.)

End by placing Zoey on your hand and having her thank the children for their help.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: imagining and talking about trips and vehicles in which to travel

Say:

Let's pretend that we can go wherever we want and that we can choose any vehicle to take us there. I would like to travel (to a faraway island by ship). Where would you go and what vehicle would you use, (Eileen)?

Call on other children in turn to answer in sentences. Encourage them to discuss their wishes in detail. Help as necessary, and continue until everyone has had a turn.

VARIATION: To make the activity *easier*, have each child name only a destination or a means of transportation.

2. Focus: pantomiming movements of vehicles

Stand with the children and say:

Let's pretend that we are riding in some vehicles. First we will travel in a police car.

Invite the children to pretend they are driving police cars. They may imitate police sirens or pretend to talk over a two-way radio. Continue with such vehicles as these:

1. helicopter — rotate one arm above head while moving; make chop-chop noises
2. airplane — hold arms out on sides while moving; make zooming noises
3. bicycle — pretend to hold handlebars while moving; imitate bicycle bell
4. rowboat — sit on floor, extend arms, and pretend to row
5. train — stand with clenched fists and move arms in circles at sides; make chugging noises



Materials

ACTIVITY 1

Display Board
4 ledges

P. Mooney Stick

Poster 6

ACTIVITY 2

Cards
Pictures from Several
Categories

8	149	207	269
12	161	229	282
40	180	251	
47	202	262	
114	203	267	

Display Board
4 ledges

P. Mooney Bag

Poster 6

1. Focus: naming items on the poster "Town in Fall," and talking about the season

Use the ledges to fasten the poster to the board.

Hold the stick and point to the poster as you say:

P. Mooney's magic stick is going to send us on a visit to this town. Let's go!

Wave the stick and say:

**Mooney Magic, zing and zip!
Take us on a Mooney trip!**

Set the stick aside and continue:

**Now that we are in the town, let's talk about what is here.
Please tell us in a sentence about something you see,
(Salvatore). (Pause) Yes, (that little girl lost her balloon).**

Have each child use a sentence to name something on the poster. Encourage a variety of choices. If no one notices P. Mooney on the poster, ask the children to look for him there. Conclude with discussion of these questions:

1. What do you think is the most interesting thing in this town?
2. What season of the year is it in this town? How can you tell?

2. Focus: naming, matching, and comparing picture cards with items in the poster "Town in Fall"

Leave the poster from Activity 1 on display. Put the 17 picture cards into the bag.

With the children still seated before the poster, wear the bag and say:

P. Mooney's bag is full of pictures. Let's see if we can match them with some things on the poster.

The child you call on should select a card and identify it in a sentence such as "This is a (cat)" before finding a matching poster item and saying, "Here is another (cat)." Lead group discussion of how the two items are the same and how they are different. Repeat this procedure with each of the remaining cards.

Keep in Mind...

After each lesson in the program, individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn should be tutored. Aides could help you with this task.

121



Materials

ACTIVITY 1

Display Board
4 ledges

Poster 6

ACTIVITY 2

Cards
Music
331

Display Board
4 ledges

Poster 6

Sound Book 2
Page 3, band 2

Teacher provides
Record player

1. Focus: classifying and describing people doing activities on the poster "Town in Fall"

Use the ledges to fasten the poster to the board.

Point to the poster and say:

Look at the people in this town. The ones who are working are called *workers*. Let's take turns finding workers and talking about what kind of work they are doing.

Volunteers may then point out and describe working people by saying, "Here is a *worker*. This worker is (washing the window)." When all workers have been identified, have the children look for and describe these people:

1. *riders*—people who are riding
2. *climbers*—people who are climbing
3. *buyers*—people who are buying
4. *walkers*—people who are walking
5. *flyers*—people who are flying
6. *players*—people who are playing
7. *drivers*—people who are driving
8. *sellers*—people who are selling

2. Focus: singing, chanting, and acting out the song "Today, Yesterday, and Tomorrow"

Leave the poster from Activity 1 on display.

Stand beside the record player, with the children standing before you. Say:

Let's sing as we do some of the actions you see on the poster.

Play band 2 (instrumental version) and refer to the music card as you lead the children in singing these verses with regular verbs:

1. **Today I walk. Yesterday I walked.**
Tomorrow I will walk.
Today I walk. Yesterday I walked.
Tomorrow I will walk.
Walk! Walked! Will walk!
 (After these verbs are chanted, walk in place)
2. **Climb! Climbed! Will climb!**
 (After these verbs are chanted, move arms and legs as if climbing)
3. **Play! Played! Will play!**
 (After these verbs are chanted, pretend to bounce a ball)

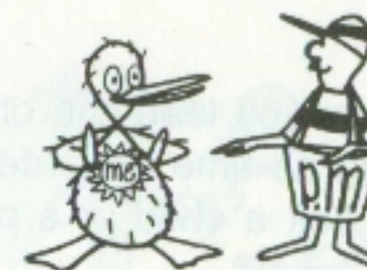
Stop the music and review the irregular verb forms with the children, like this:

If we went for a *ride* yesterday, we would say that yesterday we . . . what? (Pause) Yes, yesterday we *rode*. If we decide to go for a ride tomorrow, we say that tomorrow we . . . what? (Pause) Yes, tomorrow we *will ride*.

Play band 2 and continue with these verbs:

4. **Ride! Rode! Will ride!**
 (Pretend to ride a bike)
5. **Buy! Bought! Will buy!**
 (Pretend to give money and take goods)
6. **Fly! Flew! Will fly!**
 (Pretend to fly)
7. **Drive! Drove! Will drive!**
 (Pretend to drive a car)
8. **Sell! Sold! Will sell!**
 (Pretend to take money and give goods)

Stress the verb forms as you repeat the song and actions with the children. Continue as time and interest suggest.



Materials

ACTIVITY 1

Sound Book 3
Page 7, bands 4-10

Teacher provides
Record player

ACTIVITY 2

Cards
Music
333

Sound Book 2
Page 4, band 1

Teacher provides
Record player

1. **Focus: listening to "Sounds of People – Voices," and imagining and talking about the people**

Say:

When we hear people's voices, we can sometimes guess what they might look like and what they might be doing. Let's listen to some voices now. After each one, I will ask you some questions.

Play the sound effects. For each band, call on volunteers to answer these questions:

1. What did that person say?
2. Who might that person be?
3. Was that a (man or woman/boy or girl) speaking?
4. How old do you think that person is?
5. What do you think that person might look like?
6. What do you think that person might be doing?

Continue until all voices have been discussed.

2. **Focus: brainstorming ways one uses one's voice, and then singing and acting out the song "Make a Sound"**

Hold the music card and say:

People use their voices to speak. What else can we do with our voices?

Lead the children in thinking of ways they use their voices. If no one mentions singing, suggest it. Then continue:

Let's use our voices to sing. Please listen to this song again and sing it with me.

Play band 1, and refer to the music card as you lead the children in singing the four verses. Repeat the song as time and interest suggest. Each time the song is repeated, ask a child or a pair of children to lead the group.

123



Materials

ACTIVITY 1

Cards People

200 206 210 216
201 207 212 217
203 208 213

Display Board 6 ledges

Puppets

Zoey
Thinking hat

ACTIVITY 2

Cards

Toys

248

Music

335

Sound Book 2 Page 6, band 1

Teacher provides

Record player

1. Focus: identifying workers from their descriptions in riddles, and then talking about workers

Display the 11 people cards on the board.

Place Zoey (wearing her thinking hat) on your hand and have her say:

Hello! What hat am I wearing today? (Encourage unison response) **Yes, I am wearing my thinking hat, because my job today is thinking.** (Point to board) **These people wear special clothes when they are working, too. Let's play a thinking game. Here are some riddles about the people whose pictures you see. Try to figure out whom I am describing.**

Have Zoey give the following sets of clues, pausing after each clue to give the children time to think. After each riddle has been solved, ask several children to talk about people they know who do that kind of work.

1. I have a white uniform. . . . I help people when they don't feel well. . . . I work with a doctor. . . . Who am I? (nurse)
2. I am wearing a hat. . . . I wear a big badge. . . . I have a car with a light on top and a two-way radio. . . . Who am I? (police officer)
3. I wear a blue uniform. . . . I carry a big bag full of things. . . . Who am I? (mail carrier)
4. I am wearing gloves. . . . People think that I look funny. . . . Who am I? (clown)

5. I am wearing a yellow shirt. . . . When people come to see me, they sit in a chair that goes up and down and around. . . . I use scissors when I work. . . . Who am I? (barber)
 6. I wear a helmet when I work. . . . My suit covers every part of me. . . . Who am I? (astronaut)
 7. I am wearing a white shirt. . . . I use a special light to help me see what I am doing when I work. . . . Who am I? (dentist)
 8. I wear an apron. . . . I sell things to people. . . . Who am I? (grocer)
 9. I wear boots when I am working. . . . A special coat helps keep me dry because I use a lot of water. . . . Who am I? (fire fighter)
 10. I like to wear bright colors so you can see me when I am far away. . . . I use a swing when I am working. . . . Who am I? (acrobat)
 11. I often wear a white coat when I work. . . . When you don't feel well, you might come to see me. . . . I work in an office and a hospital. . . . Who am I? (doctor)
2. Focus: talking about robots, and then pantomiming robots to the music "Rhythm Walk"

Hold the toy card and ask:

What is a robot? (Pause) Yes, a robot is a machine that can do many of the things that people can do. Robots can walk and talk. Sometimes we play with robots and sometimes they work for us. Let's think about different ways robots can work.

Encourage the children to think of and discuss many kinds of work that robots might do, such as these:

1. guiding and controlling traffic, airplanes, ships, cars
2. collecting and sending information by telephone
3. building cars on an assembly line
4. cleaning houses and factories
5. handling and lifting dangerous materials
6. testing soil on faraway planets like Mars
7. entertaining people on television and in movies
8. washing clothes and dishes

Ask the children to stand. Continue:

Let's pretend that we are robots and move as they do. I will show you how I think a robot moves.

Demonstrate like this: bend your arms up at the elbows, keep your knees stiff as you move forward by shuffling your feet rapidly, and move your arms back and forth slowly. Then play the music as the children imitate robots. Encourage them to move their feet in time with the music.



Materials

ACTIVITY 1

Cards
Stories
451-463

Sound Book 1
Page 8

Teacher provides
Record player

ACTIVITY 2

None

1. Focus: listening to the story "P. Mooney and the Gasless Goose"

Hold the 13 story cards on your lap and say:

Today you are going to hear a new story. It is about a friend of P. Mooney's called Gasless Goose.

Play the story. During the narration, show the story cards in turn as you scan the printed copy on the back of each picture. After showing each card, lay it facedown in a pile on your lap.

2. Focus: talking about interesting words in the story "P. Mooney and the Gasless Goose"

Say:

The Gasless Goose story has a lot of interesting words in it. Let's talk about some you may not know.

Stress the italicized words as you read aloud the following parts of the story. Comment on the children's definitions, helping as necessary. When possible, allow the children to act out the words or phrases.

1. "P. Mooney went *strolling* along Gander Bay." (question) What do you do when you go strolling?
2. "A bit of *sightseeing* seemed proper to do." (question) What are you doing when you are sightseeing?
3. "... he'd been careful to pack/A P. Mooney gadget deep down in his *sack*." (question) How would you pack a sack?
4. "*Binocular goggles* of yellow and green." (question) What are binocular goggles?
5. "And why does he stand on that tree *limb* and sigh?" (question) What is a tree limb?

6. "He *flipped* a few times and then crashed on a rock." (question) How would you flip?
7. "And 'Gangway!' he yelled as he *pedaled* away." (question) When you are pedaling, what are you doing?
8. "'Fill 'er up!' said the goose with a honk loud and *shrill*." (question) What is a shrill sound like?



Materials

ACTIVITY 1

Color Chips
5 per half the class
15 per half the class
20 for self

Teacher provides
1 envelope per child

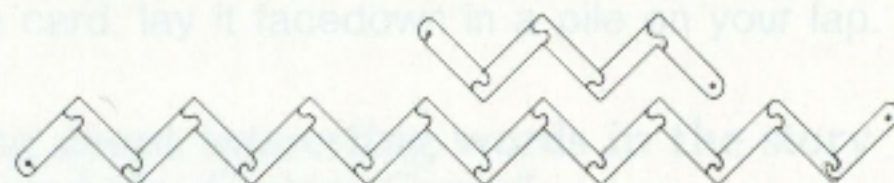
ACTIVITY 2

Color Chips
5 per half the class
15 per half the class
20 for self

1. Focus: linking chips to make long and short "snakes," and then sorting them by length

Put five chips into each envelope for the children in half your class. Put 15 chips into each envelope for the other children. Make yourself two chains of five and 15 chips, respectively.

Sit in a circle with the children. On the floor near the center, place your chains about three feet (one meter) apart. Arrange the chains to resemble "wiggly snakes," like this:



Point to them and say:

Let's pretend that these chains are wiggly snakes. How are they different from each other, (Norma)? (Pause) Yes! They are different colors and different sizes. One is long, and the other is short. Show me the long "snake," (Victor). (Pause) Yes! Which is the short "snake," (Queenie)? (Pause) Very good. Now you may each make your own "snake."

Give an envelope to each child and have them link their chips together. When the chains are complete, the children are to take turns guessing whether their "snakes" are long or short before placing them next to the "snake" that is the same length on the floor. Each child should describe her or his chain by saying, "My snake is long" or "This snake is short." Continue until everyone has had a turn. Conclude by having the children make two chains, one longer than the other, by linking the short chains together and the long chains together.

2. Focus: following directions about color chip chains while stressing positional words and long and short

Place the two chains from Activity 1 about 10 feet (three meters) apart on the floor.

Have the children line up in single file, with the leader facing the chains. Say:

Let's use these two "snakes" to play a following-directions game. Please listen carefully to each direction, so you will know what to do.

Give commands such as those listed below, and check to make sure that the children respond correctly. After each response, lead the children in chanting together, "We walked *between* the 'snakes,'" "We jumped *around* the short 'snake,'" and so on. Change the leader occasionally.

1. Walk *between* the "snakes."
2. Jump *around* the short "snake."
3. Jump *over* the long "snake."
4. Walk *beside* the long "snake."
5. Tiptoe *around* the short "snake."
6. Hop *between* the "snakes."
7. Step *over* the long "snake."
8. Walk *beside* the short "snake."

Continue as time and interest permit.



Materials

ACTIVITY 1

Cards

Animals

1 19 27 34
8 25 30 37
11 26 33 38

Display Board

6 ledges

ACTIVITY 2

Cards

Animals

25*

1. **Focus: naming animals, and then classifying them by where they might live**

Display the 12 animal cards on the board.

Point to the cards on display and say:

Let's name all these animals and talk about where they might live.

When the animals have been named, ask:

Would these animals all live together? (Pause) You are right. These animals would live in many different places. I will ask you some questions about where each of them might live.

Continue by asking the questions listed below. The children should answer in sentences such as "A (squirrel) lives in a (tree)" or "A (spider) might live in a (barn)." Accept all feasible answers.

Which animal(s) might live . . .

- | | |
|----------------|-------------------|
| 1. in a tree? | 5. in a pond? |
| 2. in a barn? | 6. in a zoo? |
| 3. in a cave? | 7. in the ground? |
| 4. in a house? | |

Conclude by asking the children to think of other places where animals might live.

2. **Focus: saying and acting out a counting rhyme about lions**

Stand with the children. Hold up card 25 and ask:

Where do we usually go to see lions like this one?
(Encourage unison response) **Let's say a rhyme about going to the zoo to visit the lions. I will go through it for you the first time. Then we will do it together.**

Set the card aside. Say the following rhyme* with gestures. Then invite the children to join you in repeating it.

**One, two;
Off to the zoo!**
(March in place)

**Three, four;
Lions roar!**
(Stop and roar)

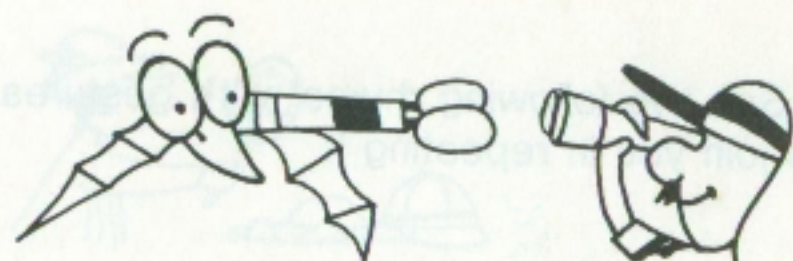
**Five, six;
We're in a fix!**
(Huddle and shake with fear)

**Seven, eight;
Run for the gate!**
(Run in place)

**Nine, ten;
Let's go again!**
(March in place)

Repeat as long as time and interest suggest.

*NOTE: This rhyme is by Sharon Holland.



Materials

ACTIVITY 1

Cards
Stories
451-463

Sound Book 1
Page 8

Teacher provides
Record player

ACTIVITY 2

None

1. Focus: listening to the story "P. Mooney and the Gasless Goose," and then talking about rhyming and defining rhyming words from the story

Hold the 13 story cards and say:

Let's listen again to the story of how P. Mooney helped the Gasless Goose.

Play the story. During the narration, show the story cards in turn as you scan the printed copy on the back of each picture. After showing each card, lay it facedown in a pile on your lap. Say:

The Gasless Goose story sounds different from the other stories we have heard. How is it different?

If no one mentions that the story is rhymed, point this out by saying:

The story about Gasless Goose is a poem, because many words in the story sound the same. When words sound alike, we say that they *rhyme*. All words that sound alike are called *rhyming words*. Let's take some words from the story and tell what they mean. Then we will think of other words that sound the same.

Call on children to define each of the words listed below. If necessary, give a definition before the children take turns thinking of rhymes for the word. Accept all rhyming words, real and nonsensical.

- | | |
|----------|------------|
| 1. sack | 6. rock |
| 2. tree | 7. gas |
| 3. wings | 8. thunder |
| 4. game | 9. pipes |
| 5. stump | 10. bill |

2. Focus: pantomiming parts of the story "P. Mooney and the Gasless Goose"

Have the children stand several feet apart from each other. Say:

Let's pretend to be P. Mooney and Gasless Goose as we act out what they did in the story.

Give the children time to act out each of these situations:

1. Pretend that you are P. Mooney gazing around through goggles.
2. Pretend that you are a strange goose standing on the end of a tree limb and trying to fly.
3. Pretend that you are P. Mooney pedaling your Chaincycle on the way to help Gasless Goose.
4. Pretend that you are P. Mooney reaching deep down inside the P. Mooney bag and searching for goose gas.
5. Pretend that you are Gasless Goose with the Flying Machine, and fly away into the distance.



Materials

ACTIVITY 1

Display Board
4 ledges

Poster 3

ACTIVITY 2

None

1. Focus: thinking about "who might say that" on the poster "Department Store"

Use the ledges to display the poster on the board.

Point to the poster and say:

If we were to visit this department store, we would hear people talking. Let's play a game called Who Might Say That? As I say a sentence, please look at the poster and decide what person or animal might be speaking. Here's the first sentence: "If we fly around once more, I will be dizzy." Who might say that, (Daniel)? (Pause) Yes, a girl riding in one of the toy airplanes might say that. Tell us why you think so.

(Daniel) should point out and describe (his) choice while explaining it. Continue in this way with the sentences below. Give clues, if necessary.

1. "When you go up, I come down."
2. "Look at yourself in the mirror; do you like the way you look wearing your new coat?"
3. "Daddy, I need a new pair of shoes."
4. "Mommy, may I have this book?"
5. "Look how fast that red car goes!"
6. "Look, I am hanging upside down!"
7. "I don't think this pail will hold any more sand."
8. "Mama, I want to look at those drums."
9. "Around and around I go."
10. "Jumping is fun."
11. "Mother, may I get in the red car and try to drive it?"
12. "Look how fast I slide down."
13. "I like this orange coat. It fits just right."
14. "I will have a chocolate soda, please."
15. "Open the door and let me come in, too."

2. Focus: evaluating the classification of items in a following-directions game that stresses *if* and *then*

Ask the children to stand before you. Say:

Now let's play a following-directions game. I will give you a direction in a sentence containing the words *if* and *then*. If the first part of my sentence is *true*, follow the direction. If the first part of the sentence is *not true*, don't move. Let's begin.

Give directions like those listed below. Each time, check to see that the children have responded correctly before you proceed. After each command, the children should describe their response in a sentence such as "We clapped our hands" or "We did not stamp our feet."

1. *If* a doll and a drum are both toys, *then* clap your hands.
2. *If* a boy and a woman are both people, *then* turn around.
3. *If* a coat and a car are both clothes, *then* stamp your feet.
4. *If* a robot and a raincoat are both clothes, *then* jump up.
5. *If* a seesaw and a slide are both toys, *then* blink your eyes.
6. *If* a jump rope and ice cream are both food, *then* clap your hands.
7. *If* a bicycle and a balloon are both toys, *then* jump up.
8. *If* an airplane and a toy are both ways to travel, *then* turn around.
9. *If* a chair and a stool are both furniture, *then* stamp your feet.
10. *If* a baby and a dog are both people, *then* blink your eyes.

VARIATION: To make the activity *harder*, give the children two commands at once.



Materials

ACTIVITY 1

Cards
Toys

226 230 237 243
228 233 240 244
229 236 242 245

Display Board
6 ledges

ACTIVITY 2

Cards
Music

337

Sound Book 2
Page 6, band 3Teacher provides
Record player

1. Focus: identifying toys from their descriptions in riddles, and then describing the toys

Set up the board with ledges and display the 12 toy cards.

Say:

Today let's play a detective game and take turns being detectives. I will ask a riddle about one of these toys. (Point to board) If you think you know the answer, you may tell us in a sentence which toy I mean.

Pause between clues as you ask the following riddles, one at a time. After each, a child is to answer with a sentence such as "That toy is a *drum*." Continue in this way with the remaining riddles.

1. This toy can make music. . . . It has strings for you to strum. . . . What is it? (guitar)
2. This toy turns around and around. . . . You jump while playing with it. . . . What is it? (jump rope)
3. You can bounce and roll this toy. . . . It is round. . . . What is it? (ball)
4. This toy has two wings. . . . It can fly through the air. . . . What is it? (airplane)
5. You can push this toy. . . . A doll can ride inside it. . . . What is it? (doll buggy)
6. This toy is fun at the beach or in the sandbox. . . . It can help you make castles, houses, or tunnels out of sand. . . . What is it? (pail and shovel)
7. You can beat on this toy to make a thumping sound. . . . It is fun to hold when you march in a parade. . . . What is it? (drum)

8. This toy has many pieces. . . . You can put the pieces together to make a picture. . . . What is it? (puzzle)
9. This toy can be small or large. . . . It must be filled with air. . . . What is it? (balloon)
10. You can make music with this toy. . . . You usually sit down to play it. . . . What is it? (piano)
11. This toy is on a stick. . . . When you blow it, it spins. . . . What is it? (pinwheel)
12. The pieces of this toy have different shapes and colors. . . . You can stack them to make towers, houses, trains, and many other things. . . . What are they? (blocks)

Turn all the cards facedown on the board. Turn over one card, and ask several children each to tell you something in a sentence about the toy shown. They may describe the toy's use, size, colors, parts, etc. Continue until all the cards have been described and everyone has participated.

2. Focus: pantomiming playing horns while marching to the music "Rag March" in a stop-go listening game

Stand beside the record player, with the children standing before you. Hold the music card and say:

Some toys can make music. Let's pretend that you each have a horn. Show me how you would play it.

If necessary, demonstrate by holding your hands in front of your mouth and moving your fingers as though playing a horn. Then have the children line up in single file. Designate as leaders the first child in line and the last in line. Continue:

Now let's march as we pretend to play our horns. (Lorraine) will be the first leader. Please follow (her) and play your horn with the music. When it ends, stop and turn around. When the music begins again, march behind (Gordon) in the opposite direction.

Play band 3. Stop the music from time to time and check to be sure that everyone reverses direction. Encourage the children to pantomime playing horns as they march. After a short while, choose new leaders. Continue in this way as time and interest permit.



Materials

ACTIVITY 1

Sound Book 3
Page 6, bands 1-9
Page 7, bands 1-3

Teacher provides
Record player

ACTIVITY 2

Cards
Music
331

Teacher provides
Record player

Sound Book 2
Page 3, bands 1 & 2

1. Focus: brainstorming actions of people that produce sound, listening to "Sounds of People – Actions," and then naming, imitating, and describing those actions

Say:

People can make sounds with many of their body parts. I can use my hands to make the sound of clapping. (Demonstrate) Let's think of other sounds people can make with body parts.

Encourage each child to name such a sound. Then say:

Let's listen to some sounds made with body parts. Then we will make the same sounds together.

Play the sounds, one at a time. After each, ask:

What did you hear? (Encourage unison response) Yes, you heard someone (walking). Let's all (stand up and walk in place). (Pause) Tell us in a sentence what body parts people use when they (walk), (Fiona).

The child should answer with a sentence such as "We use our (feet and legs) to (walk)" or "We (walk) with our (feet and legs)." After all the sounds have been identified, repeat the procedure, playing the bands in random order.

2. Focus: singing, chanting, and acting out the song "Today, Yesterday, and Tomorrow"

Stand beside the record player, with the children standing before you. Hold the music card and say:

Let's sing "Today, Yesterday, and Tomorrow" about some actions that make sounds. After we sing each verse, we will act out the words together.

Play band 1 and refer to the music card as you sing. After the verb forms are chanted for each verse, lead the children in the action named. Continue with band 2 (instrumental version), using these action words:

1. cough
2. hum
3. cry
4. snore

5. laugh
6. whistle
7. sing

8. run
9. snap (fingers)



Materials

ACTIVITY 1

Display Board
6 ledges

Cards
Numerals & Color Shapes
294-298
304-308

ACTIVITY 2

None

1. Focus: counting shapes, and then matching pairs of cards by number

Display cards 294 through 298 in order on the board. Have 304 through 308 stacked within reach.

Point to the cards on display and say:

Let's count the shapes on each of these cards.

Point to each card in turn as the children count aloud with you. Then several children may each describe the shape(s) on a card in a sentence such as "There is (one yellow circle) on this card." When everyone seems familiar with the five cards, continue:

Now let's look at some cards with different shapes. Look at each card I hold up. Then look on the board for a card with the same number of shapes.

Hold up cards 304 through 308, one at a time, and call on individuals to answer. When a match is made, the child is to place the card beside the one it matches on the board. Repeat the procedure until everyone has had a turn. End by counting the shapes on each card aloud with the children.

2. Focus: saying and acting out a counting rhyme about bees

Ask the children to stand before you. Say:

I know a rhyme about bees that is fun to say and do. Watch as I go through it for you the first time. Then we will do it together.

Say the following rhyme with gestures. Repeat it with the children several times.

Here is the beehive; (Cup left hand downward)
Where are the bees?
Hiding away where nobody sees.
(Hide fingers of right hand under left)

**They are coming out now;
They are all alive. (Let fingers creep out)
Buzzz . . . buzzz . . . buzzz.
One . . . two . . . three . . .
four . . . five! (Touch fingers while counting)**

If the children are able to understand, point to the fingers on your other hand as you continue counting to 10.



Materials

ACTIVITY 1

Cards
Stories
369-385

Display Board
6 ledges

ACTIVITY 2

None

1. **Focus:** retelling the story "P. Mooney and Zoey," and then sequencing the story cards in sets of three while stressing *first, second, and third*

Hold the 17 story cards and say:

P. Mooney and Zoey have been good friends ever since they met. Let's look at the story cards again and see how much of the story we can remember.

Show the story cards in order, one by one, as the children take turns telling what is happening in each picture. If necessary, ask questions such as "What else does this picture show?" or "Why did Zoey do that?" After the story has been retold, place the first three cards, out of order, on the bottom ledges of the display board. Continue:

Let's look at each picture again and decide if what it shows happened first, second, or third.

As the children respond, call on individuals to sequence the three cards on the top ledges, left-to-right as seen by the group. Continue until all the cards have been placed in order.

2. **Focus:** evaluating statements on actions of body parts and correcting them while stressing *not*

Say:

Now let's play a thinking game. I will ask you questions. Some of them are silly, and some are not. Please answer each question in a sentence.

Have the children answer several of the questions in unison. Then call on individuals to answer the remaining questions. The children should use sentences like "Yes, eyes do see" or "No, ears do not see; ears hear."

- | | |
|------------------|----------------------|
| 1. Do eyes see? | 3. Do knees bend? |
| 2. Do legs jump? | 4. Do tongues taste? |

- | | |
|----------------------|----------------------|
| 5. Do noses walk? | 13. Do teeth wave? |
| 6. Do teeth chew? | 14. Do ankles drink? |
| 7. Do toes hear? | 15. Do elbows bend? |
| 8. Do knees skip? | 16. Do noses smell? |
| 9. Do hands clap? | 17. Do knees write? |
| 10. Do noses sneeze? | 18. Do arms reach? |
| 11. Do arms hop? | 19. Do elbows taste? |
| 12. Do ankles twist? | 20. Do ears hear? |



Materials

ACTIVITY 1

Fruits & Vegetables
All

Puppets

Zoey
Thinking hat

ACTIVITY 2

Cards
Music
332

Fruits & Vegetables
All

Sound Book 2
Page 3, band 4

Teacher provides
Record player

1. Focus: identifying fruits and vegetables from descriptions in riddles

Have two children help you pile the fruits and vegetables on the floor where everyone can see them.

Hold Zoey (wearing her thinking hat) and ask:

What hat is Zoey wearing today? (Encourage unison response)
Yes, she is wearing her thinking hat. I know some riddles about fruits and vegetables. Each of you will have a turn to hold Zoey and help her answer a riddle.

Present the following riddles, one at a time, pausing between clues. The child you call on should hold Zoey and answer through her in a sentence such as "You are thinking of (strawberries)."

1. I am thinking of a set of three fruits. . . . They are red with green leaves. . . . They each have a stem. . . . What are they? (strawberries)
2. I am thinking of a vegetable. . . . It is long and pointed. . . . It is orange and brown. . . . What is it? (carrot)
3. I am thinking of a fruit. . . . It is round. . . . It is fuzzy. . . . It is yellow and pink. . . . What is it? (peach)
4. I am thinking of a vegetable. . . . It has green leaves. . . . The part you eat is yellow. . . . What is it? (corn)
5. I am thinking of a vegetable. . . . It is white on the inside. . . . It is brown on the outside. . . . What is it? (potato)
6. I am thinking of a set of three fruits. . . . They make juice that is sweet. . . . The inside is the same color as the outside. . . . What are they? (oranges)

7. I am thinking of a vegetable. . . . Its top is white and stringy. . . . The rest of it is white, too. . . . What is it? (onion)
8. I am thinking of a large fruit. . . . It has green leaves that are pointed. . . . The inside part that you eat is yellow. . . . What is it? (pineapple)
9. I am thinking of a set of three fruits. . . . They are large at one end and small at the other. . . . They are yellow. . . . What are they? (pears)
10. I am thinking of a fruit. . . . The outside peel is bumpy. . . . It is yellow. . . . What is it? (lemon)
11. I am thinking of a vegetable. . . . It has green leaves. . . . When it is ripe, it is red. . . . What is it? (tomato)
12. I am thinking of a set of three fruits. . . . They have tiny brown spots. . . . They are long and yellow. . . . What are they? (bananas)
13. I am thinking of a set of three fruits. . . . They have brown stems. . . . They can be red, yellow, or green. . . . What are they? (apples)

Continue by having the children take turns holding Zoey and presenting their own riddles about the fruits and vegetables.

2. Focus: singing the song "Things That Go Together" to classify foods as fruits or vegetables

Give each child a fruit or vegetable. Then ask four children holding fruits to come and stand before the group. Hold the music card and say:

Let's name these four foods together.

Point to each fruit as the group names it. Continue:

What word can we use to name all four of these foods?

If no one can answer, give the word *fruits* and have the children repeat it a few times. Then say:

Let's sing the song "Things That Go Together" about these four fruits.

Play band 4 (instrumental version) and refer to the music card as you lead the children in singing this verse:

There are things that go together, belong together.
There are things that go together
In a group like this:
(Apple), (pear), (orange), (banana).
There are things that go together,
And they are FRUITS!

Sing new verses about other groups of four fruits. Then continue as above with groups of vegetables.

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Materials

ACTIVITY 1

Teacher provides
Pencil & paper

ACTIVITY 2

Cards
Foods
94-152

P. Mooney Bag

1. Focus: brainstorming foods

Say:

Let's name all the foods we can. I will write them down as you name them.

Give hints as necessary. When many foods have been named, read the list aloud and praise the children for their efforts.

2. Focus: remembering food card sequences, and stressing *first* and *next*

Put all 59 food cards into the P. Mooney bag.

Say:

Let's use the food cards to play a remembering game.

Choose two cards at random from the bag and show them, one at a time, for about five seconds each. Suggest to the children that they whisper to themselves the names of the pictured foods. Then hide the cards. Ask:

Which card did you see first?

If necessary, give clues. When the correct card is named, show it to the class. Then continue:

Which card did you see next?

If the children need help in remembering the sequence, show the two cards again, one at a time, and repeat the questions. Continue with other pairs of cards.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: relating pairs of clothing to pairs of body parts

Ask:

How many feet do we have? (Pause) Yes, we have *two* feet. When we have two things that are the same, we say they are a *pair*. Some kinds of clothing come in pairs. We wear pairs of shoes, for example. What other kinds of pairs can we wear on our feet?

Several children should each name such pairs as boots, socks, slippers, sandals, and anklets in a sentence like "I wear a pair of (boots) on my feet." Repeat this procedure, having the children discuss the clothing worn on pairs of body parts like these:

1. hands — gloves, mittens, etc.
2. arms — sleeves, bracelets, etc.
3. ears — earrings, ear muffs, hearing aids, etc.
4. legs — trousers, shorts, knee pads, stockings, leg braces, etc.
5. eyes — glasses, goggles, sunglasses, etc.

2. Focus: brainstorming when to wear pairs of clothing

Say:

Let's think about when you might need to wear boots.

Help the children consider and discuss many situations when boots might be worn: walking in snow or rain, wading in water, washing a car or boat, walking over rough ground, etc. Continue as above with other pairs of clothing, such as gloves, ear muffs, and glasses.



Materials

ACTIVITY 1

Display Board
4 ledges

Poster 2

ACTIVITY 2

Display Board
4 ledges

Poster 2

Sound Book 3
Page 11, band 2Teacher provides
Record player

1. Focus: listening to "Sounds of the Circus," then classifying and describing people doing activities on the poster "Circus"

Do not display the poster until asked to do so.

Say:

Close your eyes and imagine where you might be if you heard these sounds.

Play band 2 and ask:

What place would sound like that? (Encourage unison response) Yes, these sounds would be heard at a circus.

Quickly use the ledges to place the poster on the board. Point to it and continue:

Look at all the people and animals! They are doing many different things. Let's find and describe everyone who is swinging.

Afterwards, have the children identify and discuss performers doing these actions:

- | | |
|--------------|-------------|
| 1. balancing | 4. standing |
| 2. lifting | 5. sitting |
| 3. riding | 6. pulling |

End by having each child name and discuss a favorite performer on the poster.

2. Focus: talking about circuses and their sounds

Have the poster from Activity 1 still on display.

Point to the poster and say:

You might hear many different sounds at a big circus like this. Tell us about a sound you might hear, (Lorenzo).

Call on other children in turn. They may talk about their own experiences at circuses, or use the poster and their memory of its recorded sounds for ideas. Praise all imaginative efforts.

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Materials

ACTIVITY 1

Puppets
P. Mooney
Zoey
Thinking hat

ACTIVITY 2

Cards
Music
337

Sound Book 3
Page 6, band 3

Teacher provides
Record player

1. Focus: talking about possible solutions to Zoey's and P. Mooney's problems

Place Zoey (wearing her thinking hat) on your hand and have her say:

Sometimes P. Mooney and I have problems that we don't know how to solve. We are going to tell you about some problems. Please help us decide what we should do.

In each case, the puppet should describe the problem and then call on several children for solutions. Praise creative efforts.

1. Zoey: One day P. Mooney and I decided to go on a picnic. We hiked through the woods until we found a meadow that was just right. But we couldn't reach it because of the fast river we would have to cross first. Tell me how we might have crossed the river.
2. Zoey: One morning when I was out walking, I saw a red balloon caught in the top branches of a tall tree. Tell me how I might have reached the red balloon.
3. P. Mooney: I was making bread one day. While it was baking, I discovered that I had dropped my favorite ring into the dough. Tell me how I might have gotten my ring out of the bread.
4. Zoey: My friends and I were rowing a boat. Suddenly we noticed that it had sprung a leak and water was pouring in. Tell me how we might have kept the boat from sinking.
5. P. Mooney: I was driving down a country road one afternoon. Suddenly a large rock fell off a cliff and blocked the road. Tell me how I might have continued my drive.

6. Zoey: Last Sunday I went for a walk in the country. I discovered a well and began dropping stones down into it, so that I could hear the water splash. Just then, a gust of wind blew my action hat into the well. Tell me how I might have gotten my hat back.

2. Focus: imitating actions in a follow-me game to the music "Rag March," and then naming the actions

Say:

Let's play a follow-me game. When the music begins, line up behind me and do exactly what I do. I may change what I am doing, so please watch carefully.

Play band 3 as you lead the children in doing a variety of actions involving the upper, middle, and lower body. Begin by doing simple actions slowly, increasing the frequency of change and difficulty of action as long as the children can keep up. Change leaders occasionally. Actions might include these:

- | | |
|------------------|------------------------|
| 1. patting knees | 4. hopping on one foot |
| 2. clapping | 5. walking backwards |
| 3. stamping | 6. waving |

Continue as long as time and interest permit. End by having the children name and discuss the actions they did.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: naming actions and body parts used to do these actions, and then brainstorming actions the hands can do

Say:

Let's see if you can figure out what I tell two of you to do.

Invite two children to stand before the group. Whisper a suggestion to each, such as "(Barbara), clap your hands" and "(Raymond), scratch your leg." When the two have done these actions, ask the class:

What did (Barbara) do? (Encourage unison response) Yes, (she) clapped (her) hands. What did (Raymond) do?

(Encourage unison response) Yes, (he) scratched (his) leg.

What body parts did they both use? (Encourage unison response) Yes, they used their hands. We can use our hands to do many different things. Let's think of some actions we do with our hands.

Each child is to name and describe a hand action in a sentence such as "I can (tie my shoes) with my hands." Have the class demonstrate or pantomime each action. If no one can respond, suggest these actions:

- | | |
|---------------------|-------------------------|
| 1. open a door | 6. turn pages |
| 2. play a piano | 7. button a shirt |
| 3. throw a ball | 8. hold a hot dog |
| 4. wave good-bye | 9. take a top off a jar |
| 5. squeeze a sponge | 10. brush teeth |

VARIATION: To make the activity easier, call on only one child at a time to perform an action.

2. Focus: saying an action rhyme about body parts while stressing *is* and *are*

Stand with the children and say:

Let's learn a new rhyme about body parts. Please listen and

watch as I go through it for you the first time. Then we will do it together.

Stress the verbs *is* and *are* as you say this rhyme with gestures:

This *is* my face; (Circle face with finger)

This *is* my nose. (Point to nose)

These *are* my fingers; (Wiggle fingers)

These *are* my toes. (Tap toes)

Here *are* my hands. (Hold up hands)

Here *are* my feet. (Point to feet)

Here *is* my head; (Place hands on head)

Here *is* my seat! (Place hands on "seat")

Repeat as desired, encouraging the children to join you.

139



Materials

ACTIVITY 1

Cards
Pictures from Several
Categories
13 34 47 56
15 39 48 70
19 42 50
26 46 51

ACTIVITY 2

Display Board
6 ledges

None

1. Focus: listening to and talking about the story "Jimmy and the Big Question" to consider why animals do not wear clothes

In this order, picture sides hidden, display cards 34, 50, 48, 13, 42, 56, 19, 70, 15, 46, 51, 26, 39, and 47.

Say:

Today I am going to read you a story called "Jimmy and the Big Question." Please listen carefully, so that you will learn the answer to Jimmy's big question.

Read the following story, turning over the cards as indicated. Each time a card is turned, the children are to name it in unison.

Jimmy and the Big Question

One cold morning while Jimmy was dressing, one of the buttons on his shirt fell off and rolled around on the floor. "Now I'll have to change my shirt, just when it was almost buttoned!" he grumbled. "It isn't fair! None of my animal friends have shirts to button, or shoes to tie, or pants to pull on and off. Animals don't wear clothes. I wonder why. I think I'll ask them."

So Jimmy quickly changed his shirt and finished dressing. Then after breakfast, he ran outside to ask his animal friends the big question: "Why don't animals wear clothes?"

First he called to the bushy-tailed (turn card 34 for class to name) *squirrel* who lived in a tall oak tree.

"Come down, Squirrel! I have an important question to ask you."

"What can I do for you?" asked the squirrel. "Are you hungry for nuts? I can let you have a few."

"No, thank you," Jimmy said politely. "I wanted to ask you why you don't wear clothes."

"I never thought about wearing clothes," the squirrel said, "but maybe I should; it does get very cold every winter."

"How about a nice pair of (turn card 50) *mittens*?" said Jimmy.

"Yes," said the squirrel, "and I would like a little (turn card 48) *jacket* with a hood, too. Yes, I think clothes are a great idea!"

"Then come with me," said Jimmy. "Let's go to the store and buy some for you."

So the squirrel sat on Jimmy's shoulder and they went along until they met a (turn card 13) *duck*.

"Hello, Duck," said the squirrel. "My friend here is going to buy me some new clothes for winter."

"That's terrific!" said the duck. "I'd like a few things myself, like a pair of (turn card 42) *boots* and a yellow (turn card 56) *raincoat*. May I come with you?"

"Of course!" said Jimmy and the squirrel. So the three of them went on until they came to the pond where the (turn card 19) *goldfish* lived. She swam to the surface and blew bubbles at them.

"Where are you going?" she gurgled.

"Guess what!" said the duck. "Jimmy is taking us to get some new clothes. I'm getting boots and a yellow raincoat!"

"And I'm getting mittens and a jacket!" the squirrel added.

"Oh!" bubbled the goldfish. "I've always wanted to wear a two-piece (turn card 70) *swimsuit*! May I come with you?"

"Of course!" said Jimmy, the squirrel, and the duck. The goldfish swam into her goldfish bowl, so that Jimmy could carry it as they all went along together. Soon they came to the zoo, where the (turn card 15) *elephant* was crunching peanuts.

"Where are all of you going?" the elephant asked.

"To get new clothes! I'm getting mittens and a winter jacket!" chattered the squirrel.

"And I'm getting boots and a yellow raincoat!" quacked the duck.

"And I'm getting a two-piece swimsuit!" the goldfish bubbled.

"How exciting!" said the elephant, flapping her big ears. "I think I'll come with you and get a beautiful new red (turn card 46) *dress*!"

"How about a (turn card 51) *necklace*, too?" the duck suggested.

"Good idea!" agreed the elephant.

Just as they started off to the store, the animals heard someone laughing above their heads. They looked up to see the (turn card 26) *owl* sitting on a tree branch and laughing as hard as she could. "Whooooo in the world would ever think of such a thing? Whooooo?"

"Oh, Owl," said the elephant, "why don't you come with us and get yourself a nice (turn card 39) *blouse* and a pair of (turn card 47) *glasses*?"

"Yes, do!" cried the others.

"I don't give a hoot about clothes!" said the owl. "And neither should any of you. Now, how did this silly idea get started?"

"Well," said Jimmy, "I wanted to know why animals don't have to wear clothes. And why do I have to wear clothes all the time?"

"That's a very good question," said the owl. "Well, why didn't one of you give Jimmy the answer?"

None of the animals had anything to say.

"You mean you don't know why?" said the owl. "Mr. Squirrel, you have thick, soft fur to cover you all winter long, and a beautiful, fluffy tail."

"It is a nice tail," the squirrel admitted.

"You don't need clothes," the owl continued. "And you, Mr. Duck, have flat webbed feet that are perfectly shaped for swimming. Boots would just get in the way. As for a raincoat, you don't need one. Your snow-white feathers do a much better job of keeping you covered, and they even keep you dry."

"I guess you're right," said the duck, sighing.

"And Ms. Goldfish!" the owl scolded. "Why hide those lovely orange scales under a two-piece swimsuit? Your scales protect you and help you swim." The goldfish blew bubbles thoughtfully.

"And as for you, Ms. Elephant," said the owl, "a dress would drag on the ground and get in the way, besides being tight and uncomfortable."

"Oh, dear," the elephant sighed. "I wouldn't like that at all."

"Your tough skin is the right covering for you, because it protects you," said the owl. "Now, young man," the owl said to Jimmy, "are you beginning to understand why animals don't wear clothes? Can you guess why you have to get dressed every day?"

"Yes," said Jimmy slowly, "now I understand. The animals already have something covering their bodies, like fur or scales, or feathers, or tough skin. My skin isn't enough to protect me, so I have to wear clothes to keep warm and dry. Now I have the answer to my big question."

Discuss the story with the children. Call on several to explain the answer to Jimmy's big question, "Why don't animals wear clothes?"

2. Focus: talking about favorite clothes

Say:

Let's talk about our favorite clothes. Please tell us which clothes you like best and why they are your favorites, (Alexandra).

Prompt as necessary. If a child has trouble getting started, explain why you prefer your favorite clothes.

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Materials

ACTIVITY 1

Cards
Numerals & Color Shapes
294-313

ACTIVITY 2

Fruits & Vegetables
All

None

1. Focus: counting shapes, and then matching fruits and vegetables to the shapes by number

Have the children sit on the floor in a semicircle before you. Give them each a number card and let them take turns counting aloud the shapes pictured on their cards. If a child has difficulty, exchange her or his card for one with fewer shapes. Place the fruits and vegetables inside the semicircle. Say:

Let's take turns choosing the same number of fruits and vegetables as we have shapes on our cards. When it is your turn, show us your card and tell us how many fruits and vegetables you are going to pick.

After each turn, put the fruits and vegetables back inside the semicircle. As needed, help the children respond correctly.

2. Focus: saying and acting out a counting rhyme

Say:

I know a number rhyme that is fun to say and do. Please listen and watch as I go through it for you the first time. Then we will do it together.

Say the following rhyme with gestures:

One, two;

Touch your shoe. (Touch shoes)

Three, four;

Sit on the floor. (Sit on floor)

Five, six;

A puppy licks.

(Stick tongue in and out and nod head as though lapping up milk)

Seven, eight;

Stand up straight. (Stand at attention)

Nine, ten;

Let's count again.

Repeat several times with the children. Then continue, encouraging the children to do the actions without you.

Keep in Mind...

After each lesson in the program, individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn should be tutored. Aides could help you with this task.

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Materials

ACTIVITY 1

Display Board
4 ledges

Magnetic Shapes
All
Container

ACTIVITY 2

Puppets
P. Mooney

1. Focus: sorting magnetic shapes by color, and then describing them

Set up the board. Use the ledges to divide the board into five columns, like this:



Select the five large circles, and keep the remaining shapes in the container.

Have a child who needs the experience place a large circle at the top of each column on the board. Say:

(Zachary) placed some shapes on the board. How are they alike? (Encourage several responses) Yes, these shapes are all circles, and they are all the same size. How are these circles different from one another? (Encourage unison response) Yes, these circles are each a different color. Let's name the colors together.

Point to each circle in turn as the children respond. Then pick up the container of shapes and continue:

Let's put each shape under a circle that is the same color.

Each child is to select a shape and tell its color and shape in a sentence such as "This is a (red square)" before placing it in the correct color column. Continue until everyone has had a turn or until all the shapes have been placed. Repeat if need and time suggest, calling most often on children who need the practice.

2. Focus: brainstorming things of certain colors

Place P. Mooney on your hand and have him say:

Let's play a game about colors. Please name all the things that could be the color I mention. Here's the first color: red.

The puppet should encourage every child to participate. Continue with these colors:

- | | |
|-----------|-----------|
| 1. blue | 5. white |
| 2. yellow | 6. brown |
| 3. black | 7. orange |
| 4. green | |



Materials

ACTIVITY 1

Cards
Household Items
(optional)

153	176	190	195
155	177	191	197
157	180	193	198
175	181		

ACTIVITY 2

Sound Book 3
Page 4, bands 1-7
Page 5, bands 1-7

None

Teacher provides
Record player

1. **Focus: naming household items that make sounds, and then listening to "Sounds of the Home" and identifying each one**

Say:

Let's think about the sounds we might hear at home. Name some of them.

Lead the children in naming as many sounds as they can. Then say:

Now let's listen to some sounds that might be heard at home. Try to figure out what might make each sound.

Play the sound effects, one band at a time. After each sound, ask, "What might make that sound?" Encourage discussion.

VARIATION: To make the activity *easier*, use the cards as cues.

2. **Focus: deciding on household items needed to perform certain tasks**

Have the children name a household item in answer to each of these questions:

What would I need to . . .

1. cut some meat? (knife or fork)
2. drink milk? (glass or cup)
3. fry an egg? (frying pan)
4. stir some chocolate? (spoon)
5. sweep the floor? (broom)
6. wash the floors? (scrub brush or mop, and bucket)
7. brush my teeth? (toothbrush and toothpaste)
8. pick up food from my plate? (fork and/or spoon)
9. cut some string? (scissors or knife)
10. clean the rug? (vacuum cleaner or broom)



Materials

ACTIVITY 1

Fruits & Vegetables
All

ACTIVITY 2

Fruits & Vegetables
All

1. Focus: identifying fruits and vegetables from their descriptions

Sit in a circle with the children. Place the fruits and vegetables in the center. Say:

Let's take turns describing the fruits and vegetables. When it is your turn, tell us anything you want to say about one of them, except its name. Then we will try to figure out which one you are talking about.

Some of the time, let the person who guesses correctly have the next turn. However, slow children should also be called on to describe an item.

2. Focus: classifying fruits and vegetables by certain characteristics

Have the children sit around the fruits and vegetables. Say:

Fruits and vegetables grow in many different ways. Some grow on trees. Some grow on vines, and some grow on bushes. Let's find all the fruits and vegetables that grow under the ground.

As the items are named, have them grouped before you. When all the correct items (onion, potato, and carrot) have been identified, point to them and say:

Yes! These vegetables grow under the ground. Let's name them together.

Return the items to the center as they are named. Repeat this procedure with fruits and vegetables that . . .

1. **grow on trees.** (apples, bananas, lemon, orange, peach, pears)
2. **grow on bushes or small plants.** (corn, pineapple, strawberries, tomato)
3. **are sweet.** (apples, bananas, oranges, peach, pears, pineapple, strawberries)

4. **are sour.** (lemon, tomato)

5. **we peel before eating.** (bananas, carrot, corn, lemon, onion, oranges, peach, pineapple, potato)

6. **have stems.** (apples, bananas, lemon, oranges, peach, pears, strawberries, tomato)

7. **have cores.** (apples, pears)

8. **are your favorites.**



Materials

ACTIVITY 1

Cards
Face Pairs
74-93

ACTIVITY 2

None

1. Focus: describing and then matching pairs of face cards

Give each child a card, being sure to give out matched pairs. If necessary, keep a card yourself. Say:

Look at the faces on your cards. Please tell us as much as you can about the face on your card, (Sharon).

Call on everyone in turn. Each child is to describe features such as length of hair, whether the eyes are open or closed, and whether the face is frowning or smiling. Then continue:

Now let's play a game called Lost Twins. Identical twins look exactly alike, and each of us has one somewhere in this room. Please look at your card and find your twin. Then the two of you are to hold hands and sit together.

Call on each pair of "twins" to describe "their" face. Then have a child collect the cards.

2. Focus: talking about one's imaginary twin

Say:

Let's imagine that each of you has an identical twin who looks just like you. If you did have a twin, what would that person be like?

Have the children take turns describing their "twins." Suggested topics:

1. what their twin might look like
2. what their twin might like to do for fun
3. what foods their twin might like to eat
4. what kinds of people their twin might like
5. what their twin's favorite toy might be



Materials

ACTIVITY 1

Cards
Stories
386-398

ACTIVITY 2

None

1. Focus: retelling the story "The Elephant That Did Not Know How to Listen," and then talking about the importance of listening

Hold the 13 story cards and say:

Let's take turns telling the story of Elbert the Elephant, P. Mooney's friend who did not know how to listen.

Show the cards in sequence as the children take turns describing the action for each picture. Then lead the discussion with questions like these:

1. Why did Elbert have trouble listening?
2. Do you ever have trouble listening?
3. What are some things that make it hard for you to listen sometimes?
4. Why is it important to be a good listener?

2. Focus: brainstorming sounds that could be heard at night, and then taking turns creating a "night sound" for the group to identify

Say:

Let's talk about some of the sounds you might hear while lying awake in bed at night.

Encourage imaginative responses. If necessary, suggest some of these sounds:

1. **house sounds** (clicking doors, squeaking floors, rattling windows, etc.)
2. **voices** (of family, on television, on radio, of neighbors, of visitors, etc.)
3. **animals inside the house** (mouse, dog, rats, kittens, birds, etc.)
4. **animals outside the house** (cows, cats, rooster, frogs, insects, etc.)

5. **vehicles** (cars, buses, trains, trucks, sirens, bicycle bells, etc.)
6. **weather sounds** (storms, winds, thunder, etc.)
7. **sleeping sounds** (snoring, breathing, talking in sleep, etc.)

Afterwards, continue:

Now let's lie down and pretend we are in bed. (Pause)
Someone has just turned out the light, and it is very dark.
Before we go to sleep, let's be very quiet and listen to the sounds around the house. I will make the first sound.

Bark like a dog. Then whisper:

What was that? (Encourage unison response) **Yes, that was a dog barking. Now lie back. Let's listen for another sound.**
When I tap you, make a sound for the rest of us to name.

Each child you tap should make a sound for the others to identify in unison. Give everyone a turn. You may wish to have the children discuss their bedtime fears. Explain that nearly everyone is sometimes afraid and that talking about our fears can help us feel less frightened.



Materials

ACTIVITY 1

Cards
Animals
 1 13 21 31
 3 15 23 32
 5 16 25 34
 8 17 26 35
 11 18 27 36
 12 20 29

Display Board
 6 ledges

Sound Book 3
 Page 1, bands 1-8
 Page 2, bands 1-8
 Page 3, bands 1-7

Teacher provides
 Record player

ACTIVITY 2

None

1. **Focus: listening to "Sounds of Animals," identifying each one, and then describing the animals**

Say:

People can often name an animal by listening to its sound. Today let's see if you can name some animals from the sounds they make.

Play "Sounds of Animals," one band at a time. After each sound, the children are to identify the animal in unison and then describe it to you. Help by asking questions about the animal's size, color, temperament, and habits.

VARIATION: To make the activity *easier*, place the corresponding animal cards on the board as each sound is identified. Remove cards as needed to make room for others.

2. **Focus: identifying real and imaginary pets from descriptions, and then imitating their sounds**

Sit in a circle with the children and say:

Today let's think about the sounds that pets make. Imagine one pet you would love to have. The rest of us will try to guess what your pet is from the sound you say it makes. I will describe my pet first.

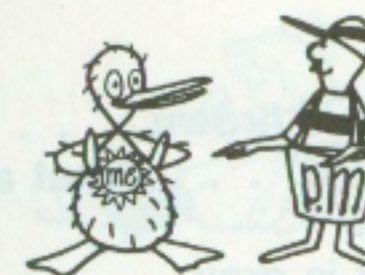
Describe your pet, real or imagined, by saying:

My pet's name is (Tuppence). (She) is (small) and has (soft, curly black hair). (She) likes to (jump high in the air) and

makes a sound like this: (ruff, ruff). What kind of pet might sound like that? (Encourage unison response) Yes, my pet is a (dog), so (she barks). Let's all pretend to be (dogs) and (bark) together.

The children should use sentences to tell about the pets they would like. Continue until everyone has had a turn.

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Materials

ACTIVITY 1

Cards
Animals
1 9 30 34
5 15 33 38
6 25

Display Board
5 ledges

Puppets
Zoey
Thinking hat

ACTIVITY 2

Cards
Animals
(same as for Activity 1)
Music
328

Display Board
5 ledges

Sound Book 2
Page 2, band 2

Teacher provides
Record player

1. Focus: identifying animals from descriptions in riddles

Set up the board with ledges, and display the 10 animal cards.

Review the animal card labels with the children. Put Zoey (wearing her thinking hat) on your hand. Have her point to the board and say:

Let's use these animals to play a guessing game. I will give you some clues. Try to figure out which animal I am describing. When you think you know the animal, raise your hand.

After each clue, Zoey should pause to give the children time to think and make a choice. Give all the clues even when the correct choice has been made early.

1. This animal is small. . . . It has feathers. . . . It has wings. . . . It lives in a tree. . . . What animal is it? (bird)
2. This animal is very small. . . . It has eight legs. . . . It does not have a tail. . . . It lives in a web. . . . What animal is it? (spider)
3. This animal is large. . . . It growls. . . . It likes to eat honey. . . . What animal is it? (bear)
4. This animal is large. . . . It is a golden brown color. . . . It roars. . . . Sometimes it lives in a zoo or circus. . . . What animal is it? (lion)
5. This animal is small. . . . It is yellow. . . . Its mother is a hen. . . . Its father is a rooster. . . . It pecks on the ground to find its food. . . . What animal is it? (chick)

6. This animal is very small. . . . It is brown. . . . It has no legs. . . . It lives in the ground. . . . What animal is it? (worm)
7. This animal is very large. . . . It is gray. . . . Sometimes it lives in a circus. . . . It has a long nose called a trunk. . . . It has big, floppy ears. . . . What animal is it? (elephant)
8. This animal is small. . . . It has a long tail. . . . It has thick fur. . . . It lives in a tree. . . . It likes to eat nuts. . . . What animal is it? (squirrel)
9. This animal is small. . . . It has fur. . . . It has long ears. . . . It likes to eat carrots and lettuce. . . . It hops. . . . What animal is it? (rabbit)
10. This animal is very small. . . . It has two beautiful wings. . . . It flies from flower to flower. . . . What animal is it? (butterfly)

End by showing the cards one at a time as the children name at least three characteristics of each pictured animal.

VARIATION: To make the activity *harder*, do not use the cards.

2. Focus: describing animals in the song "If and Then Go Together"

Stand beside the board and the record player, with the children standing facing you. Hold the music card and say:

Let's sing about some of the animals Zoey described. First we will each choose an animal and tell one thing about it. Then we will sing. I choose a bird; a bird has feathers. Now listen to my song.

Play band 2 (instrumental version) and sing:

If you are a bird, then you have feathers, etc.

Repeat, encouraging the children to join you. Continue in this way with verses the children suggest.

VARIATION: To make the activity *easier*, use these verses:

1. If you are an elephant, then you have a trunk, etc.
2. If you are a butterfly, then you can flutter, etc.
3. If you are a spider, then you spin a web, etc.
4. If you are a bear, then you like honey, etc.
5. If you are a chick, then you can peep, etc.
6. If you are a lion, then you run fast, etc.
7. If you are a rabbit, then you have long ears, etc.
8. If you are a squirrel, then you eat nuts, etc.
9. If you are a worm, then you can wiggle, etc.



Materials

ACTIVITY 1

Cards				
Foods				
98	102	111	130	
100	104	114	144	
101	105	123	150	

Display Board
6 ledges

ACTIVITY 2

Magnetic Shapes	None
Large black circle	
Large black rectangle	
Large black square	
Large black triangle	

1. Focus: drawing shapes in the air, and then identifying shapes in pictured foods

Display the food cards in random order on the board.

Hold up the circle and ask:

What shape is this? (Pause) Yes, it is a circle. Let's all draw a circle in the air. (Demonstrate) Now look at the pictures of food and see if you can find any foods that contain circles.

Call on several children to trace the circles on the food cards as they describe what they see. Repeat the procedure with the other three shapes. Make sure everyone participates. Point out that some pictures contain more than one shape; the cheese, for example, is shaped like a triangle and has circular holes.

2. Focus: identifying shapes of classroom objects

Have the children take turns naming the shapes of classroom objects. They are to use sentences such as "A (book) looks like a (rectangle)." They should consider objects such as these:

Circles

1. door knobs
2. flower pots or planters
3. tops of jars
4. tops of cups

Triangles

1. musical instruments
2. puzzle parts

Squares

1. blocks
2. napkins
3. boxes

Rectangles

1. windows
2. doors
3. pictures
4. bulletin board
5. table tops



Materials

ACTIVITY 1

Cards
Pictures from Several
Categories
201 217 269 273
204 218 271 277
208 221 272 281
213 268

Display Board
4 ledges

ACTIVITY 2

Cards
Music
328

Sound Book 2
Page 2, band 2

Teacher provides
Record player

1. Focus: relating people and vehicles, and then talking about places to travel

Set up the board with ledges and display vehicle cards 268, 269, 271, 272, 273, 277, and 281. Stack people cards 201, 204, 208, 213, 217, 218, and 221.

Hold the seven people cards as you point to the board and say:

Let's imagine that all these vehicles are parked in the same parking lot. I will show you some pictures of people. We will pretend that they need to go somewhere. Please tell me which vehicle each person might choose.

Hold up the people cards, one at a time. If necessary, give clues. The children should respond with sentences such as "The (astronaut) would travel in the (space capsule)." Set aside each matched pair of cards. Continue:

Now that we know how the people might travel, let's talk about where they might go. (Show cards 201 and 277) Tell me where this astronaut might go in this space capsule and what he might do when he gets there.

Call on several children to respond. Continue in this way with the remaining pairs of cards.

2. Focus: thinking about vehicles with wheels, and then singing about them in the song "If and Then Go Together"

Hold the music card and say:

Many vehicles have wheels. Name as many as you can.

The children should use sentences such as "A (bicycle) has wheels." When the list is finished, continue:

Now let's stand up and sing a song about wheels.

Play band 2 (instrumental version) and refer to the music card as you sing these two verses with the children:

1. **If you are a wheel, (Draw large circle in the air) then you are round, etc.**
2. **If you are a wheel, (Move hands around each other in circular motion) then you can roll, etc.**

Repeat the verses two or three times.



Materials

ACTIVITY 1

Cards

228	247	252	261
240	249	253	262
241	250	254	265
242	251	257	

Display Board
6 ledges

ACTIVITY 2

Cards

228*	240*	262*
Music		
329		

Sound Book 2
Page 2, band 7

Teacher provides
Record player

1. Focus: talking about and classifying toys by their indoor and/or outdoor use

Display the 15 toy cards in random order on the board.

Point to the board and say:

Let's think about where we might play with these toys.
Some can be used only outdoors; others can be used both outside and inside. Let's talk about each one.

Point to each card in turn and ask these questions:

1. What is this toy called?
2. Can it be used indoors? Why or why not?
3. Can it be used both indoors and outdoors? Why or why not?
4. What do you do when you play with this toy?

Also have the children consider the size and appearance of each toy. Encourage everyone to participate in the discussion.

2. Focus: singing the song "Hi Ho, Pal" while pantomiming the use of toys

Stand beside the record player, with the children standing before you. Hold up the three toy cards, one at a time, saying about each:

Please show me how you would play with this toy.

When the children have finished their three pantomimes, show them card 228 and continue:

Let's sing "Hi Ho, Pal" as we pretend to bounce this ball.

Play band 7 (instrumental version) and refer to the music card as you lead the singing. Insert the words "bouncing balls" and have

the children do the action. Repeat the verse two or three times. Then continue with the two remaining toy cards, ending the verses with these words:

Verse 2: "... jumping rope."

Verse 3: "... riding bikes."



Materials

ACTIVITY 1

None

ACTIVITY 2

P. Mooney Bag

Teacher provides

An equal number of hard or soft objects, including a ball of yarn, a piece of silk or satin, a glass bottle, a smooth rock

1. Focus: brainstorming and pantomiming things that can be done with one and two hands

Say:

Let's talk about our hands again. They are very important to us, because we use them to do many things. Sometimes we do things with only one hand. At other times, we do things with both hands. Let's name some things we do with only one hand.

The children are to use sentences as they name as many activities for one hand as they can. Have the activities pantomimed as they are named. Repeat this procedure as the children brainstorm activities that require two hands.

One hand:

1. using a fork, knife, spoon
2. writing with a pencil
3. stirring a pot
4. scratching an arm
5. writing a letter
6. picking up a letter
7. petting a dog
8. turning a page

Two hands:

1. tying shoelaces and ribbons
2. buttoning a shirt
3. holding a heavy box
4. cutting paper with scissors
5. pulling on pants
6. buckling a belt
7. washing dishes
8. getting a glass of water

2. Focus: identifying hard and soft objects by touch

Put the objects into the bag.

Wear the bag and say:

When we touch something, our fingers tell us how it feels. We know whether it is **hard** or **soft**. Let's feel some hard and soft objects now.

Remove the (ball of yarn) from the bag. Emphasize that (the yarn) is soft as the children pass it around and feel it. Repeat this procedure with the (stone), pointing out that it is hard. Continue in this way with the other objects in the bag. Then return the objects to the bag and let the children take turns feeling one and describing it in sentences like "I have a (rock). This (rock) feels (hard)." Continue until everyone has had a turn.



Materials

ACTIVITY 1

None

ACTIVITY 2

P. Mooney Bag

Teacher provides

An equal number of hard or soft objects, including a ball of yarn, a piece of silk or satin, a glass bottle, a smooth rock

1. Focus: brainstorming and pantomiming things that can be done with one and two hands

Say:

Let's talk about our hands again. They are very important to us, because we use them to do many things. Sometimes we do things with only one hand. At other times, we do things with both hands. Let's name some things we do with only one hand.

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One hand:

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7. petting a dog
8. turning a page

Two hands:

1. tying shoelaces and ribbons
2. buttoning a shirt
3. holding a heavy box
4. cutting paper with scissors
5. pulling on pants
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2. Focus: identifying hard and soft objects by touch

Put the objects into the bag.

Wear the bag and say:

When we touch something, our fingers tell us how it feels. We know whether it is *hard* or *soft*. Let's feel some hard and soft objects now.

Remove the (ball of yarn) from the bag. Emphasize that (the yarn) is soft as the children pass it around and feel it. Repeat this procedure with the (stone), pointing out that it is hard. Continue in this way with the other objects in the bag. Then return the objects to the bag and let the children take turns feeling one and describing it in sentences like "I have a (rock). This (rock) feels (hard)." Continue until everyone has had a turn.



Materials

ACTIVITY 1

Display Board

Manikin, Disassembled
Body parts
Curly hair
Facial features

ACTIVITY 2

Teacher provides
Mirror (optional)

1. Focus: identifying missing body parts, and then talking about how one would get along without them

Ask two children to assemble the manikin on the board. Then say:

(Bob) and (Marvina) did a good job of putting our manikin together today. Now let's play a game with it. While you cover your eyes, I will take away two of the manikin parts. Then we will talk about what we would do if we did not have those body parts.

When the children's eyes are covered, remove a leg and a foot from the manikin. After the group has identified the missing parts, lead a discussion with these questions:

1. If you had only one leg, what might you have trouble doing?
2. Are there other ways that you could do those things?
3. Do you know anyone who has only one leg?

Continue in this way with other body parts.

2. Focus: talking about mirrors, and then pretending to be mirrors by imitating one another's actions

Ask:

What does a mirror do? (Pause) Yes, a mirror shows a copy of whatever is in front of it.

Call on several children to tell where and when they have used mirrors. Then continue:

Let's play a mirror game. Find a space where you will have room to move your arms and legs. Now let's pretend that all of you are mirrors and must copy what I do.

Begin by placing your arms over your head. Check to see that every child is copying you. Then slowly change the positions of your arms. When the children understand the idea, have them pair

up, face each other, and take turns being mirrors for each other. As necessary, help each pair to produce a variety of actions, including facial expressions.

OPTIONAL: Begin the activity by passing around a mirror.



Materials

ACTIVITY 1

Fruits & Vegetables
All

Puppets
Zoey
Thinking hat

ACTIVITY 2

Fruits & Vegetables
All

1. Focus: making up riddles about fruits and vegetables for the group to guess

Sit with the children in a circle, and place the fruits and vegetables in the center. Hold Zoey (wearing her thinking hat), and have her say:

Let's make up some riddles about these fruits and vegetables. (Hold up banana) **Is this a fruit, or a vegetable?** (Pause) **Yes, it is a fruit. Tell me what color, shape, and size it is.**

When the banana has been thoroughly described, Zoey should tie together the children's ideas into riddle form. For example:

I am thinking of something. . . . It is a fruit. . . . It turns yellow when it is ripe. . . . It is long, narrow, and shaped like a tube. . . . What is it? (banana)

Give more practice if necessary. Once the children understand, have them take turns holding Zoey and presenting a riddle for the others to solve. Help as necessary.

VARIATION: To make the activity *easier*, Zoey may need to continue to help the children make up riddles.

2. Focus: following directions that stress positional words and sequencing of actions

Give each child a fruit or a vegetable, and hold one yourself. Have the children stand about two feet apart. Stress the positional words as you give commands like those listed below. Demonstrate if necessary.

Hold your fruit or vegetable . . .

1. **under your arm; then blink.**
2. **beside your ear; then jump.**
3. **behind your back; then turn.**
4. **between your knees; then jump.**

5. **in front of your nose; then sit down.**
6. **in back of your neck; then stand up.**
7. **next to your arm; then shiver.**
8. **below your chin; then stretch high.**
9. **on top of your foot; then turn around.**
10. **above your head; then lie down as though you were dead.**

Afterwards, let individuals take turns doing the above actions for the group. After each, the group should describe what was done in a sentence like "(Joseph) held an (apple) *under* (his) arm; then (he blinked)."



Materials

ACTIVITY 1

Cards
Numerals & Color Shapes
294-303

Color Chips
All
P. Mooney Bag

ACTIVITY 2

Color Chips
1 chain of 10 chips
All remaining chips
P. Mooney Bag

1. Focus: counting shapes and matching color chips to shape cards, and then linking the chips while stressing *longer* and *shorter*

Put all the chips into the bag, and stack the cards in order.

Wearing the bag, hold the 10 color shape cards and say:

Please take a card and point to the shapes on it as you count them aloud, (Imogene). (Pause) Now choose the same color and number of chips from the bag. (Pause) Good! Now link your chips into a chain.

When all 10 cards have been used in this way, have the 10 chains placed in order on the floor before you. (If your group is larger than 10, have some children work together, so that everyone participates.) Then lead a discussion about how to lengthen or shorten the chains. For example, hold up a chain and ask questions like these:

1. What could we do to make this chain *longer*? (Pause)
Yes, we would *add* chips to it. (Demonstrate)
2. What could we do to make this chain *shorter*? (Pause)
You are right; we would *take away* some chips. (Demonstrate)

End by having the children arrange the chains in numerical order on the floor; then have everyone count in unison from one to 10 as you hold up the chains in turn.

VARIATION: To make the activity *harder*, hold up the longest and shortest chains and have the group discuss how to make them the same in length. Then ask a child to make the chains equal in length.

2. Focus: making a chain of 10 chips, and then saying and acting out a counting rhyme

Make a chain of 10 chips and put the remaining chips into the bag.

Wearing the bag, hold up the chain and say:

Look at my chip chain. Let's count the number of chips on it together. (Do this) Now let's take turns choosing 10 chips from the bag and linking them to make chains.

Have the children hold their chains as you count the chips aloud with them. Then continue:

Now, as I say a number rhyme, please do what I do.

Remove chips as indicated while you say this rhyme:

Ten little color chips all in a line;
One fell down (remove and drop a chip), then there were nine.
Nine little color chips sitting on a gate;
One fell down (remove and drop a chip), then there were eight.
Eight little color chips looking up at heaven;
One fell down (remove and drop a chip), then there were seven.
Seven little color chips sitting on some bricks;
One fell down (remove and drop a chip), then there were six.
Six little color chips getting ready to jive;
One fell down (remove and drop a chip), then there were five.
Five little color chips going through a door;
One fell down (remove and drop a chip), then there were four.
Four little color chips climbing up a tree;
One fell down (remove and drop a chip), then there were three.
Three little color chips going to the zoo;
One fell down (remove and drop a chip), then there were two.
Two little color chips going for a run;
One fell down (remove and drop a chip), then there was one.
One little color chip having no fun;
He ran home (drop chip), then there was none.

Repeat several times, having the children first reassemble their chains each time.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: talking about funny experiences

Say:

Let's talk about things that are funny. What does the word *funny* mean? (Discuss) Now let's talk about the funniest thing that ever happened to each of you.

Let the children take turns describing their funniest experiences. Encourage them to question each other.

2. Focus: relating three words to make funny sentences

Say:

Let's make up funny sentences to try to make each other laugh. I will take the first turn.

Use one of the sets of words in the list below to make up a humorous sentence, like this: "Yesterday a butterfly pushed a lion down my chimney." Then let the children take turns. If necessary, use the word groups more than once.

1. butterfly, lion, chimney
2. airplane, birthday, baby
3. dance, rainbow, rocket
4. snowman, orange, rabbit
5. school, horse, grandma
6. smoke, television, castle
7. bike, bridge, balloon
8. dentist, elephant, rock
9. engine, milk, man
10. sun, swing, clown



Materials

ACTIVITY 1

Display Board
4 ledges

P. Mooney Stick

Poster 4

ACTIVITY 2

Display Board
4 ledges

Poster 4

Puppets
P. Mooney

1. Focus: naming and describing items on the poster "City in Summer," and talking about city life

Do not display the poster until asked to do so.

Hold the stick and say:

**P. Mooney's magic is going to send us on a magical trip.
Where do you think it might take us?**

When several guesses have been made, have the children close their eyes. Then wave the stick as you say:

**Mooney Magic, zing and zip!
Take us on a Mooney trip.**

Quickly use the ledges to place the poster on the board. Then say:

**Open your eyes! Where are we? (Encourage unison response)
Yes! We are in a city.**

Call on children to point out and describe those things which especially interest them on the poster, such as the following:

- | | |
|-----------------|--------------------|
| 1. mail carrier | 6. birdcage |
| 2. pigeon | 7. elevated train |
| 3. mailbox | 8. washing machine |
| 4. crane | 9. cat |
| 5. fan | 10. sign painters |

If no one notices P. Mooney on the poster, ask the children to look for him there. Continue with questions like these:

1. **Have you ever lived in a city like this one?** (Encourage the children to discuss their own experiences)
2. **What kinds of work do you see people doing in this poster?**
3. **How do people get from one place to another in the city?**
4. **What are some things that city children have fun doing?**

5. What season of the year is it in this city? How can you tell?

6. Would you like to live in this city? Why or why not?

Accept all appropriate answers and add instructive comments. End by waving the stick again as you say:

Mooney Magic, do a trick!

Take us back, P. Mooney Stick!

2. **Focus: identifying items on the poster "City in Summer" while using a rhyme**

Leave the poster from Activity 1 on display.

Put P. Mooney on your hand and have him say:

Let's play a looking game. Look at the poster and try to find what I name.

P. Mooney should look at the poster, study it a few seconds, and say:

I went to the city and what did I see?

I saw a (jet plane), oh, zippity-zee!

Have P. Mooney call on a child to come and point to the (jet plane). That child may then hold P. Mooney and repeat the rhyme, naming another item found in the poster. Continue as time and interest permit.

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Materials

ACTIVITY 1

Cards
Numerals & Color Shapes
314-323

Color Chips
8 per child, one of each
color
All remaining chips

ACTIVITY 2

P. Mooney Bag

Teacher provides
1 envelope per child

None

1. **Focus: naming and matching colors in the game Color Bingo**

Put a set of eight chips, one of each color, into an envelope for each child. Put the remaining chips into the bag.

Give the children an envelope apiece, and have them sit in pairs on the floor before you. Hand each pair a number card to place on the floor. Wear the bag and say:

Let's play the game Color Bingo again. Each time I show you a chip from the bag, look on your card and see if it has the same color. If it does, take your matching chips and place them upon that color on the card. The partners whose card first has two chips on every color may then say, "Bingo!"

Check to see that the children respond correctly. Ask each child of a winning pair to name the colors on their card. Then have everyone exchange cards or use the unused ones, and repeat the game with the "winners" taking turns calling out the colors. Continue in this way as time and interest suggest.

2. **Focus: saying a color rhyme, and then brainstorming items of chosen colors**

Gather the children around you in a circle. Say:

Listen as I say a rhyme about colors. Then we will say it together and take turns choosing the colors we like.

Read this rhyme:

**Red and orange, green and blue,
Shining yellow, dark brown, too;
Black and white are quite a sight.
Choose any color that you like.**

Invite the children to join you in repeating the rhyme. Name a child in the last line: "Choose any color that you like, (Hans)." When that child chooses a color, the others are to name all the things they know are (red). Repeat the procedure with seven other children, encouraging each to name a new color. Continue until all eight colors have been suggested.



Materials

ACTIVITY 1

Cards
People
223

ACTIVITY 2

Teacher provides
Mirror

1. Focus: talking about feeling *happy*

Show the card and ask:

How do you think this girl feels?

Encourage discussion. If no one says that the girl seems happy, suggest this. Then continue:

Let's talk about what makes each of us happy.

Encourage the children to tell about things, events, or people which make them feel happy. Accept all responses.

2. Focus: talking about and acting out being *happy*

Ask:

How does your mouth look when you are happy? (Discuss)

Yes, it is curved in a smile when you feel happy. Let's all smile and look at ourselves in this mirror.

Pass the mirror around. Then continue:

We do other things that show we are happy. Sometimes we laugh. Let's all laugh together. (Do this) What else do we do when we are happy?

Help the children identify and carry out "happy" actions such as these:

- | | |
|---------------------|------------------------|
| 1. humming | 6. whistling |
| 2. dancing | 7. giggling |
| 3. singing | 8. hugging |
| 4. jumping joyfully | 9. squealing gleefully |
| 5. clapping | 10. grinning |



Materials

ACTIVITY 1

Cards
Vehicles
272

ACTIVITY 2

Cards
Vehicles
267-283 (272*)

1. Focus: brainstorming ways to travel that are faster than walking

Show the card and ask:

What is this? (Pause) **Yes, it's a car. What do cars do?**
(Pause) **Yes, they carry people. Why are cars important to us?**

After the discussion, say:

We can travel faster by riding in a car than we can by walking or running. There are many vehicles that move faster than we can walk or run. Let's name some of them.

Give hints as necessary. Encourage everyone to participate, and comment on imaginative responses.

2. Focus: talking about and classifying vehicles by whether they can carry *few* or *many* people

Let two volunteers distribute the cards. If necessary, two children may share a card. Say:

Some of the vehicles on your cards can carry only a *few* people, and some can carry *many* people. Let's take turns telling how many people might be able to ride in these vehicles.

After everyone has responded for his or her card, have the children holding vehicles for few passengers sit on your right side and the children with vehicles for many passengers sit on your left. Conclude by having the children identify the two groups of vehicles in unison.



Materials

ACTIVITY 1

None

ACTIVITY 2

Cards
Music
338

Teacher provides
Record player

Sound Book 2
Page 6, band 4

1. Focus: talking about frightening experiences

Say:

We have already talked about funny things. Today let's talk about what makes us feel frightened or scared. Think of the scariest thing you can and tell us about it. Use sentences.

Let each child describe something she or he finds frightening or scary. The children should also say what they do when frightened. Encourage them to question each other.

2. Focus: listening to and talking about the music "Contrasts" while stressing *scary* and *funny*, and then moving imaginatively to the music

Say:

Now let's listen to some music. Part of it may be funny, and part of it may remind you of being scared. Listen and see if you can tell which part is funny and which is scary.

Play band 4. Afterwards, let the children discuss the music and what it made them think about. Accept all responses. Then continue:

Let's listen to the music again. This time, when you hear the funny part, act the way funny people do. When the music becomes scary, let's turn ourselves into scary people.

Repeat the recording two or three times. Encourage imaginative responses.

Keep in Mind...

After each lesson in the program, individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn should be tutored. Aides could help you with this task.



Materials

ACTIVITY 1

P. Mooney Stick

ACTIVITY 2

P. Mooney Stick

Teacher provides
Paper bag (optional)

1. Focus: imagining and talking about being invisible in different situations

Wave the stick as you say:

Mooney Magic, do a trick.

Make us invisible, P. Mooney Stick.

Then say:

Now everyone is invisible. What does being invisible mean?
(Encourage responses) **Let's all think about where we would go if we were invisible and what we would do there.**

Discuss these ideas with the children. If they need prompting, suggest situations like this:

1. being invisible at home
2. being invisible at the doctor's office
3. being invisible at the barber/beauty shop
4. being invisible at the grocery store

End by waving the stick and saying:

**Eenie, Mooney,
Macaroony!**
**Now let's be
You and me.**

2. Focus: identifying classmates' voices in a P. Mooney-stick game

Have the children stand in a circle. Choose a child to be "it." Have "it" stand in the center, eyes closed, one hand holding the stick and the other covering his or her eyes. The other children are to join hands and circle "it" until that child says, "The P. Mooney stick says, 'Stop!'" Without looking, "it" then points the stick. The child at whom the stick points is to say, "The P. Mooney stick is pointing at me." "It" then guesses who is talking. If the guess is correct, the two change places. Continue as time permits.

OPTIONAL: Use a paper bag to cover the eyes of the child who is "it."



Materials

ACTIVITY 1

None

ACTIVITY 2

Cards

Pictures from Several
Categories

5	35	233	262
6	153	239	265
15	155	251	274
21	173	252	275
32	229	259	277

P. Mooney Bag

1. Focus: sequencing, describing, and pantomiming preparations for a trip from the country to the city

Say:

Let's pretend that we live on a farm in the country. Today we are going to take a special trip to the city. It is very early and we are still in bed, but we have to get ready to go. Let's think of all we have to do before we can leave. I will start. First, we must all get out of bed.

Have the children act this out. Then say:

What must we do next, (Pei Ching)?

Call on individuals in turn to name the next preparation for the group to pantomime. If necessary, suggest activities like these:

- | | |
|-------------------------------------|-------------------------|
| 1. bathroom activities | 5. counting money |
| 2. dressing | 6. eating breakfast |
| 3. packing a lunch | 7. feeding farm animals |
| 4. preparing the vehicle for travel | |

2. Focus: talking about funny ways to travel to the city

Put the 20 cards into the bag.

Wear the bag and say:

Now we are off to the city, but it is very far away, so we cannot walk there. Let's talk about some funny ways to make the trip. You may begin, (Timothy).

The child is to come to the front, pick a card from the bag, and say, "I would go to the city on (a broomstick)." Continue with other children until all the cards have been used. Conclude by asking individuals:

What do you think would be the funniest way to travel?

Encourage the use of sentences.

163



Materials

ACTIVITY 1

Cards
Pictures from Several
Categories
5 69 157 187
38 100 168 189
42 109 169 223
46 117 172 242
50 119 173 249
64 135 186 281

Display Board
2 ledges

ACTIVITY 2

Color Chips
All

P. Mooney Bag

1. **Focus: talking about the relationships between pictures and the activities associated with them**

Set up the board and ledges. Stack the cards in the order listed below.

Place cards 5 and 38 on the board and say:

Let's play a thinking game. Look at these two pictures. (Point) Now I will ask someone a question. Please listen carefully. When I call on you, answer in a sentence.

Display each set of cards before calling on children to respond to these questions and statements:

1. **5•bird**
38•worm
What do you think will happen if this bird gets hungry?
2. **42•boots**
50•mittens
64•snowsuit
Greg is getting ready to go outside. He will put on these clothes. What do you think the weather is like?
3. **100•cereal**
117•orange juice
135•toast
Andrea is getting ready to eat. What time of the day do you think it is?
4. **157•scrub brush**
173•pail
172•mop
If your father were to get out these things, what do you think he would be getting ready to do?

5. 249•sailboat
242•pail and shovel
69•boy's swimsuit
Clemuel is packing some things to take with him. Where do you think he is going?
6. 281•mail truck
This truck stopped outside Elizabeth's house. Why?
7. 119•chocolate milk
189•kitchen table
186•sponge
Michael was trying to put a glass of chocolate milk on the table. But something happened. What do you think happened?
8. 168•iron
169•ironing board
46•dress
What does Sabrina's mother have to do before Sabrina goes to the party?
9. 223•happy girl
Juanita's grandmother and grandfather came to visit her. How do you think she feels? Why?
10. 109•ham
187•spoon
Bill will have meat for his dinner. But he has only one thing with which to cut and eat his meat. Do you think he will be able to cut the meat with that? Why not?

2. Focus: counting color chips, and then following directions involving colors and naming colored objects

Put the chips into the bag.

Wear the bag and say:

Each of you may take five color chips out of the P. Mooney bag. When it is your turn, please count the chips as you pull them out.

When all the children have five chips apiece, say:

Now please look at your chips and listen carefully. If you have a chip that is the same color as a (banana), stand up. (Pause) Those of you who are standing are each to name one other thing that is (yellow).

Afterwards, have the group count the standing children in unison. Then have those children return their chips to the bag. Continue as before by asking for chips that are the same color as . . .

1. a tomato.
2. tires on a truck.
3. leaves on a tree in summer.
4. mashed potatoes.
5. a mud puddle.
6. a clear sky.
7. the P. Mooney bag.



Materials

ACTIVITY 1

Display Board
4 ledges

P. Mooney Stick
Poster 5

ACTIVITY 2

None

1. Focus: naming and describing items on the poster "Winter Scene," and then talking about experiences with *snow*

Do not display the poster until asked to do so.

Hold the stick and say:

P. Mooney's stick is going to send us on a magical Mooney trip. Where do you think it might take us?

After the children have told their guesses, have them close their eyes as you wave the stick and say:

**Mooney Magic, zing and zip!
Take us on a Mooney trip.**

Quickly use the ledges to place the poster on the board. Then say:

Open your eyes. Where are we? (Discuss) Yes, we are at a winter scene where it is very cold.

Encourage the children to point out and describe the poster items that interest them. If no one notices P. Mooney on the poster, ask the children to look for him there. Continue by asking either of these questions:

1. Have you ever played in snow like this? What was it like?
2. What do you think it would be like to play in snow?

After the discussion, wave the stick as you say:

**Mooney Magic, do a trick!
Take us back, P. Mooney Stick!**

2. Focus: saying an action poem about a *snowman*

Stand with the children and say:

If we had a lot of snow, we could make a snowman. I know a rhyme about building a snowman. Please listen and watch me as I go through it for you the first time. Then we will do it together.

Say this rhyme with gestures:

Roll a little snowball (Make a small circle with both hands)
Until it's big and round. (Make a large circle)
Listen as you roll it. (Pantomime pushing a large snowball)
It doesn't make a sound.

(Cup hand to one ear and whisper these words)

Our snowman needs two eyes. (Point to eyes)

He also needs two ears. (Point to ears)

Here is his mouth. (Point to mouth)

Here is his nose. (Point to nose)

Here is his hat.

(Put both hands on head to make a pointed "hat")

Here are his toes. (Point with both hands to toes)

Let's give him a broom to hold.

(Put hands to one side as if holding a broom)

I hope he doesn't catch a cold! (Pantomime shivering)

Lead the children in saying the rhyme several times. Each time, invite a different child or pair of children to lead the group in doing the actions.



Materials

ACTIVITY 1

Cards
People
224

ACTIVITY 2

Cards
Music
328

Sound Book 2
Page 2, band 2

Teacher provides
Record player

1. Focus: talking about feeling *sad*

Show the card and ask:

How do you think this girl feels?

Encourage discussion. If no one says that the girl seems sad, suggest this. Then continue:

Let's talk about what makes each of us feel sad.

Encourage the children to tell about things, events, or people which make them feel sad. Accept all responses.

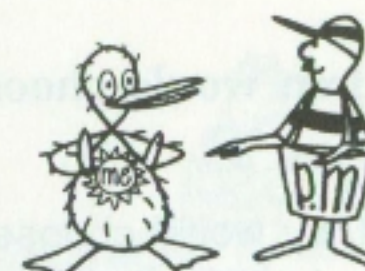
2. Focus: talking about things we do when we feel *happy* or *sad*, and then singing the song "If and Then Go Together"

Say:

Let's name some of the things we do when we feel sad.

Encourage the children to tell what they do when they are sad. Discuss such actions as crying, going away to be by oneself, and talking to someone special. Then ask the children what they do when they feel happy, and continue as before. Encourage everyone to participate. End by playing band 2 (instrumental version). Refer to the music card as you lead the children in singing these verses:

1. If you are happy, then you may smile, etc.
2. If you are sad, then you may cry, etc.



Materials

ACTIVITY 1

Cards
Toys
226 247 253 262
228 248 254 263
235 251 255
242 252 260

Display Board
6 ledges

ACTIVITY 2

None

1. Focus: identifying *toys* from rhyming names

Set up the board with ledges and display the 14 toy cards in random order.

Review the toy card labels with the children. Then say:

Now we are going to play a rhyming game. We will give ourselves new first names that rhyme with the names of toys. Let's begin.

Choose a girl to stand beside you. Point to her and say:

**This is "Jane." She likes an . . . airplane. (Point to card 226)
The words *Jane* and *airplane* rhyme.**

Lead the group in saying in unison:

***Jane* likes an *airplane*.**

Continue in this way with other children, using the sentences given below. If the children have trouble, ask them to say the names of the toys in turn until they find the one that rhymes.

1. This is "Paul." He likes a . . . ball. (Point to card 228)
2. This is "Mike." He likes a . . . trike. (Point to card 262)
3. This is "Polly." She likes a . . . dolly. (Point to card 235)
4. This is "Gail." She likes a . . . pail. (Point to card 242)
5. This is "Jake." He likes a . . . rake. (Point to card 247)
6. This is "Dot." She likes a . . . robot. (Point to card 248)
7. This is "Kate." She likes a . . . skate. (Point to card 251)
8. This is "Fred." He likes a . . . sled. (Point to card 252)
9. This is "Clyde." He likes to . . . slide. (Point to card 253)
10. This is "King." He likes to . . . swing. (Point to card 254)
11. This is "Dee." She likes to have . . . tea. (Point to card 255)
12. This is "Elaine." She likes a . . . train. (Point to card 260)
13. This is "Chuck." He likes a . . . truck. (Point to card 263)

2. Focus: talking about names the children would choose if they could change theirs

Call on children to tell what first names they would choose if they could change theirs. Encourage everyone to participate, and accept all responses.

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Materials

ACTIVITY 1

Cards
Animals
3 12 23 37
11

Display Board (optional)
3 ledges (optional)

ACTIVITY 2

Cards
Animals (optional)
6 17 30 33
15 29 31 36

Display Board (optional)
6 ledges (optional)

1. Focus: identifying *animals* from descriptions in riddles

Say:

Let's play a guessing game. I will tell you a riddle in verse about an animal. Try to figure out which animal I mean.

Have the children respond in unison to each of these riddles*:

1. I'm small and furry, and very soft to touch.

I think when you see me, you'll like me so much.
I meow when I am hungry, and purr when I am glad.
I don't like the water; it makes me look bad.
I live around the barn, and sometimes in a house.
My favorite dinner is a nice little mouse. (kitten)

2. I'm big and gentle but not much fun.

When it's time to eat, I come on the run.
I have two legs at the front and two at the rear.
If you meet my brother, just call him a steer.
My coat is smooth and soft to touch.
I give lots of milk that you like so much. (cow)

3. I fly through the air with my two little wings.

If you get in my way, I am likely to sting.
You'll find me in the garden,
Or in a flowering tree.
If you are looking for honey,
Just follow me. (bee)

4. My tail is short; my ears are long.

I seldom stay where I belong.
I have four feet and sixteen toes,
A small black spot they call my nose.
My back is smooth and full of hair.
If we start to race, I'll beat you there.
I like to run and chase a ball
And lick your face when you have had a fall.

I like to sleep in a patch of sun,
Or tease the cat and watch it run,
Go in the woods for a nice long hike,
But what I like best is to chase a bike. (dog)

5. I am small and round; my shell is hard.
I can crawl and walk, but cannot hop.
I live in the water, sometimes on land.
I am so small you can hold me in your hand.
I have four short legs that move so slow.
And I carry my shell wherever I go. (turtle)

Then continue:

Now let's see if you can guess an animal from only part of a riddle.

Read two consecutive lines chosen at random from each riddle. If the children have trouble guessing, read more lines until the animal is identified.

VARIATION: To make the activity *easier*, display the cards on the board.

2. Focus: identifying *animals* from the first part of their names, and then describing them

Say:

Let's play a listening game. I will say the first part of an animal's name. Try to figure out which animal I mean. Then we will name three things about the animal. Here is the first one: *roos*. . . . (Pause) Which animal did I start to name?

The children should respond with the sentence, "You started to say *rooster*." Then have three children each name in a sentence one characteristic of the animal. Continue with these word parts:

- | | |
|--------------------------------|------------------------------------|
| 1. <i>pup</i> . . . (puppy) | 5. <i>rab</i> . . . (rabbit) |
| 2. <i>turk</i> . . . (turkey) | 6. <i>spi</i> . . . (spider) |
| 3. <i>ele</i> . . . (elephant) | 7. <i>butter</i> . . . (butterfly) |
| 4. <i>ger</i> . . . (gerbil) | |

VARIATION: To make the activity *easier*, display the cards and/or pronounce more of the word.

*NOTE: These rhymes are by Dorothy W. Barth.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: relating pairs of short words to make *compound words*, and then defining them

Say:

Let's talk about words. What does the word *butter* mean? (Discuss) Now think about the word *fly*. What is a fly? (Discuss) What long word can we make by putting the words *butter* and *fly* together? (Pause) Yes, the long word is *butterfly*. What is a butterfly?

Continue as above with these compound words:

- | | | |
|-------------|----------------|----------------|
| 1. haircut | 8. cupcake | 15. raincoat |
| 2. airplane | 9. baseball | 16. moonlight |
| 3. sidewalk | 10. pocketbook | 17. toothpaste |
| 4. bedroom | 11. blackboard | 18. washcloth |
| 5. football | 12. pancake | 19. playground |
| 6. rainbow | 13. shoelace | 20. headlight |
| 7. snowsuit | 14. swimsuit | |

2. Focus: listening to pairs of short words and identifying the resulting *compound words*

Say:

Now let's play a listening game. I will have two of you each say a short word. Try to figure out what long word is made from the two short words.

Ask two children to come to the front. Whisper half a compound word to each (*foot* and *ball*, for example). Then the two children are to say the words in the right order to the class. Have the group say the compound word in unison. Using the words listed below, continue with other pairs of children.

- | | | |
|---------------|----------------|-----------------|
| 1. someone | 6. blackbird | 11. hairdresser |
| 2. upstairs | 7. snowman | 12. handshake |
| 3. bridesmaid | 8. sailboat | 13. haircut |
| 4. classroom | 9. bedroom | 14. washcloth |
| 5. football | 10. blackboard | |



Materials

ACTIVITY 1

Color Chips
All

P. Mooney Bag

ACTIVITY 2

Color Chips
All

P. Mooney Bag

1. Focus: comparing chip chains while stressing the words *fewer* and *more*

Put the chips into the bag.

Wear the bag and say:

I am going to give you each some color chips. Count your chips and then link them together.

Give each child a different number of chips, between five and 20 apiece. Help anyone who has trouble linking his or hers. Continue:

(Sue Ann) and (Richard), please stand up and show us your chains. (Pause) Now please look at these two chains and raise your hand if you can tell me which has *more* chips and which has *fewer* chips.

When the children have done so, discuss the meanings of *more* and *fewer*. Then have the two children begin a line that will go from *fewest* to *most* chips per chain. Continue in this way with other pairs of children until everyone has found a position in the line. End by having the children unlink and pile their chips in the center of the activity area.

2. Focus: making a chain of 10 chips, and then saying and acting out a counting rhyme

Have the color chips piled in an activity area.

Ask the children to sit in a circle on the floor around the pile of chips. Pick up 10 chips, one by one, to link as the children count them in unison. Then hold up your chain and say:

Now each of you may take 10 chips from the pile and make a chain like mine.

Help as necessary. Have the children hold up their chains and count the chips in unison or individually. Then continue:

Now let's say the rhyme about 10 little color chips. Remember to take the chips off your chain and drop them as the rhyme says. Let's begin.

Remove the chips as indicated while you say this rhyme:

**Ten little color chips all in a line;
One fell down (remove and drop a chip), then there were nine.
Nine little color chips sitting on a gate;
One fell down (remove and drop a chip), then there were eight.
Eight little color chips looking up at heaven;
One fell down (remove and drop a chip), then there were seven.
Seven little color chips sitting on some bricks;
One fell down (remove and drop a chip), then there were six.
Six little color chips getting ready to jive;
One fell down (remove and drop a chip), then there were five.
Five little color chips going through a door;
One fell down (remove and drop a chip), then there were four.
Four little color chips climbing up a tree;
One fell down (remove and drop a chip), then there were three.
Three little color chips going to the zoo;
One fell down (remove and drop a chip), then there were two.
Two little color chips going for a run;
One fell down (remove and drop a chip), then there was one.
One little color chip having no fun;
He ran home (drop chip), then there was none.**

Repeat as time and interest permit.



Materials

ACTIVITY 1

Cards
Stories
433-450

Teacher provides
Blank cassette
Tape recorder

ACTIVITY 2

None

1. Focus: using a tape recorder to retell the story "Terrapin Turtle's Travel Troubles," and then listening to the results

Keep the 18 story cards in the right order as you give one out per child. If necessary, two children may share a card. If your class is small, place the cards in order along the chalkledge, and have children take more than one turn. Say:

Let's pretend that we are in a recording studio to record the story "Terrapin Turtle's Travel Troubles." Each of you is to tell the part of the story shown on a card. I will record what you say with this tape recorder. (Point) Then we will play back the tape and listen to our story. Now look at your card and get ready to speak into the microphone.

When the children have had time to prepare, begin the recording by announcing the title. Then let each child in turn tell the part of the story shown on the card. If children are sharing a card, give each an opportunity to speak. Continue until all the cards have been described. End by playing the recording for the children. Help them identify each storyteller. Comment on all efforts, especially good ones.

2. Focus: talking about places to visit and ways to travel

Say:

Let's talk about traveling. We can go to some very interesting places. What places would you like to visit?

Encourage discussion. Then, if time permits, continue:

Let's think about all the ways we can travel. How would you choose to travel to the places you want to visit?

Make sure everyone participates in the discussion. Ask questions to encourage hesitant children. Encourage the use of sentences.



Materials

ACTIVITY 1

None

ACTIVITY 2

None

1. Focus: talking about *negative* and *positive* feelings

Ask:

Have you ever felt like saying "No, I won't! No! No!"?
(Pause) **Yes, we have all felt that way often. Tell us about something that makes you want to say that.**

Encourage the children to present their negative feelings. You may wish to begin the discussion with examples from your own experience. If the children have trouble getting started, ask if they have ever said "No! I won't!" to friends, to siblings, to teachers, or to their parents. Accept all responses. Continue as before with a discussion of positive feelings expressed by "Yes, I will!" Conclude by remarking that everyone sometimes wants to say "No! I won't!" or "Yes, I will!"

2. Focus: pantomiming *positive* and *negative* feelings using a chant

With the children standing before you, say:

Let's say and act out a chant. I will go through it for you the first time. Then we will chant these words together several times:

**No! I won't!
No! I won't!
No! No!
No! I won't!**

Invite the children to join you in repeating the chant. They are to use their whole bodies to express its meaning with actions like these:

1. stamping feet
2. clenching fists
3. moving jerkily
4. frowning and looking stubborn
5. saying the chant faster and louder

Continue as above with this chant:

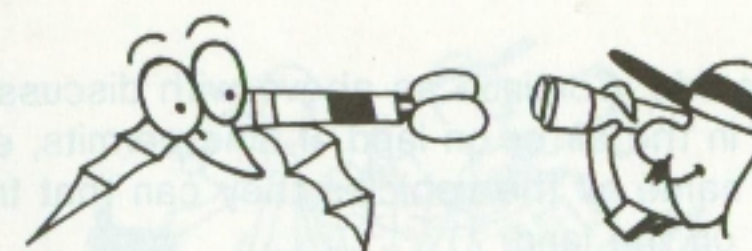
Yes, I will!

Yes, I will!
Yes! Yes!
Yes! I will!

Suggested ways to express "yes":

1. jumping
2. clapping
3. dancing
4. smiling and looking pleased
5. saying the chant faster and louder

172



Materials

ACTIVITY 1

Cards
Vehicles
267-281

Display Board
6 ledges

ACTIVITY 2

Cards
Vehicles
(same as for Activity 1)

Display Board
6 ledges

1. Focus: talking about the energy used by vehicles

Display the 15 vehicle cards on the board.

Point to the cards and say:

All of these vehicles help us travel. Let's talk about what makes them move. (Point to card 272) What makes this car move? (Pause) Yes, it has an engine which uses gasoline or some other fuel.

Discuss the car's use of gasoline. Continue by having the class consider these vehicles and their energy sources:

1. bicycle — human energy
2. airplane — gasoline (for small planes), jet fuel
3. train — steam, electricity, coal, diesel fuel
4. camping trailer — must be pulled by another vehicle

Conclude by having the children name the type of energy or power used by each vehicle on display.

2. Focus: classifying vehicles into those that travel on water, in the air, and on land

Display the 15 vehicle cards on the board.

Say:

Vehicles can travel on water, in the air, or on land. (Point to board) Let's figure out where these vehicles usually travel. Which of these travel on water? (Pause) Yes, a rowboat and a ship travel on water.

Let two children hold cards 275 and 276, respectively, as you and the class discuss these water vehicles. Ask questions like these:

1. Can a rowboat move only in water?
2. How would a rowboat be moved on land?

Set the two cards aside. Continue as above with discussions of vehicles that travel in the air or on land. If time permits, end by having the children name all the vehicles they can that travel on water, in the air, or on the land.

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Materials

ACTIVITY 1

Cards
Foods
98 114 123 145
99 116 125 146
101 122 135 151
106

Display Board
6 ledges

ACTIVITY 2

Cards
Foods
(same as for Activity 1)

1. Focus: listening to a poem and naming rhyming foods

Set up the board with ledges and display the 13 food cards in this order: 98, 106, 145, 116, 135, 123, 114, 101, 122, 99, 125, 146, and 151.

Say:

I am going to read you a rhyme about foods. Each time I pause, look at the pictures on the board for the kind of food to finish the rhyme. Then we will say the two lines together. Let's begin.

Read the rhymes given below, one by one. Each time, call on a child to point to the right card after the group has named the food that rhymes. Then reread the rhyme and ask the children to repeat each line in unison after you. Point to the card again only if the children need help.

1. I am really hungry, for goodness sake!
What I need is a piece of (pause) **cake**. (Point to 98)
2. I need some energy in my legs.
What I need are some scrambled (pause) **eggs**. (Point to 106)
3. I am so hungry that I can't even reach.
What I need is a great big (pause) **peach**. (Point to 145)
4. I am so hungry that I can't wiggle my toe.
What I need is some wiggly (pause) **jello**. (Point to 116)
5. I am hungry for what I like most.
What I want is a piece of (pause) **toast**. (Point to 135)
6. I am so hungry. I don't know why.
What I need is a piece of (pause) **pie**. (Point to 123)
7. I am so hungry that I could moan.
What I need is an (pause) **ice-cream cone**. (Point to 114)
8. I want some energy for my knees.
What I need is a piece of (pause) **cheese**. (Point to 101)

9. I am so hungry I could almost shudder.
What I need is some (pause) **peanut butter**. (Point to 122)
10. I am hungry for something handy.
Yes, I know. I want some (pause) **candy**. (Point to 99)
11. I am hungry for something to pass through my lips.
What I need are some (pause) **potato chips**. (Point to 125)
12. I am as hungry as a bear.
What I need is a big ripe (pause) **pear**. (Point to 146)
13. I am so hungry. I am so slow.
What I need is a red (pause) **tomato**. (Point to 151)
Oh, my goodness! Now my stomach is sore.
I can't eat even one bite more.

2. Focus: talking about foods

Stack the 13 food cards, with card 98 on top.

Hold the cards and say:

Let's talk about these foods. (Show card 98) Do you like to eat cake?

Encourage the children to discuss whether or not they like each food. Accept all responses. For further discussion, ask questions like these:

1. Have you ever eaten this kind of food?
2. What kind of (cake) do you like to eat?
3. When do you like to eat (cake) most?
4. What do you like to eat with (cake)?
5. What does (cake) taste like?

OPTIONAL: End by having each child name a food he or she would choose as a special treat.



Materials

ACTIVITY 1

Color Chips
1 set of 8, 1 of each color

ACTIVITY 2

None

1. Focus: brainstorming objects by color

Link the eight chips into a chain.

Hold the chip chain and say:

Let's name together the colors on this chip chain.

Point to each chip in turn as the children respond in unison. Then let the children take turns naming the colors. Continue:

Now look at this (red) chip. (Point) Let's take turns naming something that is (red).

Have each child use a sentence to name a (red) object. Give hints as necessary. Encourage the children each to name something different. Continue in this way with the other seven colors.

2. Focus: imitating clapping patterns

Ask the children to stand before you. Say:

Please listen carefully as I clap a pattern. Then all of you together are to make the same pattern.

Clap out patterns like those given below and have the children repeat them in unison. Adjust the patterns to challenge the children. Make sure you give them enough practice to learn each one.

1. clap, clap, clap, clap, etc.
2. clap, pause, clap, pause, etc.
3. clap, clap, pause, clap, clap, pause, etc.
4. clap, pause, clap, clap, pause, clap, pause, clap, clap, pause, etc.
5. clap, clap, pause, clap, pause, clap, clap, pause, clap, pause, etc.

If feasible, continue by calling on individuals in turn to come up and present a pattern for the group to repeat.



Materials

ACTIVITY 1

None

ACTIVITY 2

Cards
People

201 209 214 218
203 210 215 220
207 212 216 221
208 213 217

Display Board
6 ledges

1. Focus: talking about what work one would like to do when one grows up

Say:

Let's talk about what kind of work you would like to do when you grow up.

Have the children take turns responding in sentences like "When I grow up, I would like to be (an astronaut)." For further discussion, ask questions like these:

1. What would you wear for your job?
2. Where would you go to work?
3. What would you do as you worked?
4. What special equipment would you need to do your work?
5. Do you know anyone who does that kind of work?

2. Focus: imagining and talking about vacation activities of workers

Set up the board with ledges and display the 15 people cards.

Show the cards one by one to the children, and have them name each occupation or activity pictured. Then say:

Let's talk about what these people might do on their vacations. Imagine that you are an astronaut, like this man. (Point to card 201) If you were an astronaut, what kind of vacation would you enjoy?

Point to each card in turn and have the children suggest a kind of vacation for each person pictured.

OPTIONAL: End by having the children each name a favorite kind of vacation.



Materials

ACTIVITY 1

None

ACTIVITY 2

Teacher provides
Blank cassette
Tape recorder

1. Focus: listening to compound words, and identifying the short words in each

Say:

Please listen as I say some long words. Each long word is made out of two short words. Tell me the two short words you hear.

Use the list given below. If the children need help, pause between the two parts of each word. Then go through the list again, saying the words more rapidly and in random order.

- | | | |
|--------------|----------------|-----------------|
| 1. birdhouse | 8. sidewalk | 15. schoolchild |
| 2. mousetrap | 9. woodwork | 16. horseshoe |
| 3. backbone | 10. stairway | 17. jackknife |
| 4. railroad | 11. blackboard | 18. beehive |
| 5. firefly | 12. cookbook | 19. outside |
| 6. armchair | 13. housework | 20. washboard |
| 7. whitewash | 14. toothbrush | |

VARIATION: To make the activity *harder*, discuss the meanings of the short and the compound words.

2. Focus: defining *compound words*, and using them in sentences

Say:

Let's use some long words to make a tape recording. I will give you each one word to use in a sentence. After we have recorded all your sentences, we will listen to our recording and name each speaker.

Give each child a long word from the Activity 1 list to use in a sentence. Help as necessary. Record all the sentences, and then have the group listen to the recording and name each speaker.

VARIATION: To make the activity *harder*, play back the sentences in random order.



Materials

ACTIVITY 1

Display Board
6 ledges

Manikin, Movable

ACTIVITY 2

Display Board
6 ledges

Manikin, Movable

1. Focus: identifying *body parts*, and describing their functions

Set up the board and display the manikin on it.

Say:

Let's play a touch-and-tell game. I will point to a part of the manikin. Please touch that part on yourself and tell me what it is in a sentence. Then I will ask two or three people to tell what they can do with that body part.

Use the list given below, checking to see that the children respond correctly. Each time, have two or three children use a sentence like "I can (nod my head)" to describe a function of that body part.

- | | | |
|--------------|---------------|------------|
| 1. head | 9. arms | 17. thumb |
| 2. neck | 10. back | 18. hands |
| 3. shoulders | 11. upper arm | 19. toes |
| 4. chest | 12. elbow | 20. feet |
| 5. waist | 13. lower arm | 21. ankles |
| 6. stomach | 14. heels | 22. shins |
| 7. hips | 15. wrist | 23. knees |
| 8. legs | 16. fingers | 24. thighs |

2. Focus: evaluating, and then imitating and describing the movable manikin's positions

Stand beside the board, with the children standing before you.

Say:

Let's try to move our bodies into the same position as the manikin's.

Let a volunteer position the manikin for everyone to try to imitate. Before they move, help the children decide if the action is possible. Then have them describe either what they did or what they could not do. If anyone has trouble choosing a manikin position, suggest one of these:

1. bend leg backwards
2. tilt head back
3. lift arms over head
4. touch chin to chest
5. bend forward at waist

6. nod head
7. touch nose with foot
8. stand on tiptoe
9. crouch on heels
10. lean elbows on knees



Materials

ACTIVITY 1

Cards

Household Items

153 162 178 189
154 166 180 190
156 168 184 191
159 169 186 195
160 170 188 198

Display Board

6 ledges

ACTIVITY 2

Teacher provides

1 piece of rope 10 feet
(3 meters) long

1. Focus: comparing pairs of household items while stressing *larger* and *smaller*

Set up the board with ledges. Stack the 20 household cards into the following pairs: 160, 154; 190, 178; 168, 162; 156, 198; 195, 191; 186, 159; 180, 153; 184, 169; 166, 188; 170 and 189.

Hold the stacked cards on your lap. Show cards 160 and 154, and say:

Let's think about how large and how small a clock and a bed really are. Look at the pictures on this pair of cards and think about which item would be smaller and which would be larger. (Pause) Which is the smaller? (Pause) Which is the larger?

When the children have answered correctly, place the cards on the board, with the smaller item on the left. Then have the children compare the sizes of the two objects by saying in unison:

1. A (clock) is *smaller* than a (bed).
- and
2. A (bed) is *larger* than a (clock).

Point to the cards in the right order as these sentences are repeated. Next remove the cards and repeat the procedure with the remaining pairs of cards.

2. Focus: talking about a rope, and brainstorming its uses

Hold up the piece of rope and ask these questions:

1. What is this?
2. What color is this rope?
3. What does this rope feel like? Is it rough, or smooth?
(Let children handle rope)

Then say:

Now let's think about what we could do with a piece of rope.

Encourage the children to think of uses like these:

1. to swing on
2. to climb a tree
3. to use as a jump rope
4. to hold luggage on a car
5. to tie wagons or tricycles together to make a "wagon train"



Materials

ACTIVITY 1

None

ACTIVITY 2

Puppets
P. Mooney

1. Focus: evaluating and correcting statements on size comparisons in a true-false game

Say:

Let's play a true-false game. We will take turns telling the class something about our size. Then everyone will decide if what they hear is true, or false. I will go first. I am larger than an elephant! Is that true or false? (Pause) It is false. I am not larger than an elephant.

Help the children make up comparisons like those listed below. After the group has decided whether a statement is true or false, discuss any questions the children have about the comparison.

1. I am smaller than a cup.
2. I am larger than a car.
3. I am larger than a bird.
4. I am smaller than a horse.
5. I am larger than a chicken.
6. I am smaller than a fish.

2. Focus: following directions using size comparisons in the game P. Mooney Says

Have the children stand around you. Hold P. Mooney and have him say:

Let's play P. Mooney Says. When you hear the words "P. Mooney says," do what I say. If I do not begin by saying "P. Mooney says," don't move. Let's practice before we play.

Practice by having the puppet say:

1. P. Mooney says, "Run and touch something larger than the door handle." (Make sure everyone responds correctly)
2. Run and touch something smaller than the door handle. (Make sure everyone stands still and understands why)

When the children are ready, have P. Mooney give commands like these:

1. P. Mooney says, "Run and touch something larger than a trash can."
2. P. Mooney says, "Run and touch something smaller than a desk."
3. P. Mooney says, "Run and touch something larger than a telephone."
4. Run and touch something smaller than the P. Mooney bag.
5. P. Mooney says, "Run and touch something smaller than a yardstick."
6. P. Mooney says, "Run and touch something larger than a pencil."
7. P. Mooney says, "Run and touch something larger than a windowpane."
8. Run and touch something smaller than a desk top.
9. P. Mooney says, "Run and touch something smaller than a cup."
10. P. Mooney says, "Run and touch something larger than a door."

Continue as time and interest permit.



Materials

ACTIVITY 1

Display Board
4 ledges

Poster 5

ACTIVITY 2

Display Board
4 ledges

Poster 5

Sound Book 3
Page 12, band 2

Teacher provides
Record player

1. **Focus: talking about winter, and then describing items in the poster "Winter Scene" while stressing counting**

Use the ledges to display the poster on the board.

Point to the poster as you ask:

What time of year does this poster show? (Pause) Yes, it is a winter scene. How do we know it is winter? (Discuss)

P. Mooney is somewhere in the poster. See if you can find him.

After the children have done so, lead a discussion on the contents of the poster. Encourage them to describe items that interest them. Make sure everyone participates. If necessary, promote discussion with these remarks:

1. **I see some animals. How many do you see? What are they doing?**
2. **I see some vehicles. How many do you see? What are they doing?**
3. **I see some people sliding in the snow. How many are sliding? What are they using to help them slide?**
4. **Have you ever been in snow like this? When? Tell us about it.**
5. **What would you most like to do in this poster? How would you do it?**

2. **Focus: identifying each of the "Sounds of the Winter Scene"**

Leave the poster from Activity 1 on display.

Point to the poster and say:

If we were at this winter scene, we would hear many sounds. Let's look at the poster again as we listen to some of them.

Play band 2. Then say:

Let's listen again. This time, raise your hand if you know what is making each sound.

Play the recording again and have the sound sources named. Then have a volunteer come up and point to the correct items as you play the band a third time. Continue until most children are familiar with the sounds.

Keep in Mind...

After each lesson in the program, individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn should be tutored. Aides could help you with this task.



Play band 2. Then say:

Let's listen again. This time, raise your hand if you know what is making each sound.

Play the recording again and have the sound sources named. Then

have a volunteer come up and point to the correct items as you play the band a third time. Continue until most children are familiar with the sounds.

Display Board	Display Board	Display Board
Page 1	Page 2	Page 3
Page 4	Page 5	Page 6

1. Focus: talking about winter, and then describing items in the poster "Winter Scene" while stressing counting

Use the ledges to display the poster on the board.

Point to the poster as you ask:

What time of year does this poster show? (Pause) Yes, it is a winter scene. How do we know it is winter? (Discuss)
P. Mooney is somewhere in the poster. See if you can find him.

After the children have done so, lead a discussion on the contents of the poster. Encourage them to describe items that interest them. Make sure everyone participates. If necessary, promote discussion with these remarks:

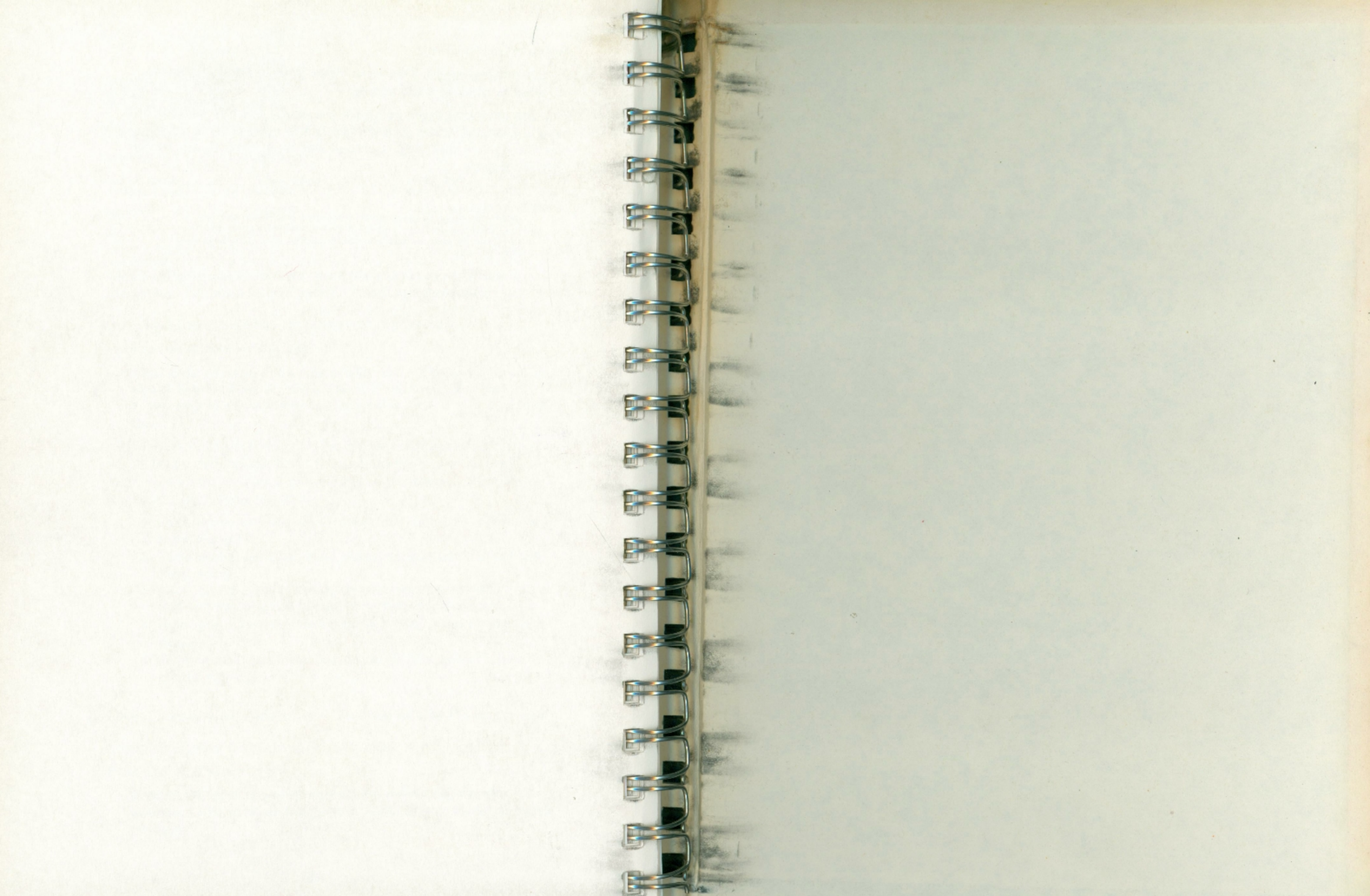
1. I see some animals. How many do you see? What are they doing?
2. I see some vehicles. How many do you see? What are they doing?
3. I see some people sliding in the snow. How many are sliding? What are they using to help them slide?
4. Have you ever been in snow like this? When? Tell us about it.
5. What would you most like to do in this poster? How would you do it?

2. Focus: identifying each of the "Sounds of the Winter Scene"

Leave the poster from Activity 1 on display.

Point to the poster and say:

If we were at this winter scene, we would hear many sounds. Let's look at the poster again as we listen to some of them.



AGS American Guidance Service
Circle Pines, Minnesota 55014



LESSON MANUAL ONE

(LESSONS 1-180)

AGS American Guidance Service
Circle Pines, Minnesota 55014



PEABODY LANGUAGE DEVELOPMENT KITS—REVISED

SENIOR AUTHOR *Lloyd M. Dunn*

LEVEL P